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HOW BRITAIN EDUCATES HER NOMADS*

A gypsy's life is not a series of romantic happenings, as many novels and films would have us believe. On the contrary, he has to endure much hardship, living in his caravan in all seasons without the modern amenities most of us enjoy. Worst of all, he has no regular employment, and his scanty education (for most gypsies can neither read nor write) is a severe handicap which bars him from obtaining a worthwhile job.

Britain's education authorities are now attempting to overcome the special problems that prevent gypsy children from going to school regularly. Life in a compound or on tour gives them the feeling of being outcasts, and this must first be overcome in schools in which they form a minority. Another difficulty is due to the fact that gypsy children do not enjoy the literate background and normal surroundings of other children, and therefore their education has to begin with most elementary tuition.

Forest School

At Thorney Hill in the New Forest, Hampshire, England, the gypsy compound is only a few miles from the coast, yet many of the children living there have never seen the sea. The new council school is now attempting to bridge the gap between the children's primitive environment and the outside world. Incidentally, the attendance at this school is relatively good. Only 50 per cent. of the children are "travellers", while the other 50 per cent. come from families who have now settled in the village.

New gypsy pupils take some time to get used to their unaccustomed sur-

roundings of brick walls and electric light; it is often days before they speak to other children or to their teachers, but once they have got used to their surroundings they like the school. The syllabus leaves them plenty of scope: zoology and botany—subjects for which they show a natural leaning owing to their life in the New Forest—are learned by visits to dairies and farms. Their fondness for bright colours shows itself during drawing lessons. Theatricals, a favourite hobby, are being encouraged by occasional visits to a real theatre. Most important of all, they learn reading and writing.

Teachers' difficulties

The fact that Thorney Hill has solved the problem of the gypsy children's education in so satisfactory a manner does not mean that the difficulties have been overcome completely. The children are fond of playing truant which makes the teacher's task more difficult, so that when he has succeeded in teaching one of his gypsy pupils to read and write he is extremely proud of the fact. Indeed, there have been cases, though up to the present they have not been numerous, of gypsy children successfully passing secondary school entrance examinations.

Circus children are much better off. Their cosmopolitan background increases the chances even of those whose schooling is intermittent, while others are sent to boarding schools. Most of them learn quickly, and they like to read in their spare time.

Canal-Boat Children

The education of canal-boat children presents special difficulties as these little

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EDUCATION IN THE MADRAS LEGISLATURE (FEB.)

Discussion on Education Budget

Sir Muthiah Chettiar :

Regarding education, though the claim had been made that the provision this year was about Rs. 9 crores they must remember that under the conditions of the present inflation, a large provision really represented no improvement at all. The allotment made for new educational scheme was very meagre and little had been provided for higher education. Another point which he wished to raise later was the proportion of allotments made for the various regions of the Province. He was not for separate treatment of the regions but such a comparative study might perhaps be necessary very soon. A "pernicious system" had been newly introduced in regard to grants made for Universities of asking for details of schemes, etc. The provision made for this purpose was also very small. He hoped the Government would soon come forward with supplementary provisions for the Universities and for technological studies.

They need not be in a hurry, Sir Muthia Chettiar urged, to replace English either in Colleges and Universities or in the Governmental departments. They had benefited by English and it would be an advantage to continue it at least in the colleges and Universities in the interests of maintaining high standards. He regretted that the Government should have "practically closed" the colleges intended specially for Muslim Boys and for Muslim Girls in the City. He said that it was not the way of fostering better communal relations. He hoped the Government would revive these institutions without standing on prestige.

Mr. Razakhan :

In recent months, there has been a lot of criticism about the Education Department. The opportunity the House had been expecting all along of having a discussion on Education, never came, somehow; otherwise "the mis-

management" in the Department could have been pointed out earlier. He wanted that there should be a thorough investigation into the matter in order to ensure that the amounts set apart for education were spent properly and yielded adequate results.

Mr. Karanth :

The Education Minister did not seem to believe in taking the public of the House into confidence. The promised debate on Educational Reorganisation though pending before the House for some months, never came off. The Congress Government seemed to be "rationing seats in schools and colleges" as they rationed rice. If they had spent Rs. 4 crores and provided more colleges, they would have done something substantial to meet the demand for more seat. On the one hand they kept on saying they wanted more doctors, more engineers and more technical men and on the other, refused to increase facilities for education, or open more colleges. People were ready to pay for their education and wanted more education, but the Government refused to increase the number of colleges.

L. C. Pais :

He urged that educational and other concessions given to Harijans should not be withheld from Harijans who had been converted to other faiths.

Abdul Khader Jamali :

He urged that the pay of primary school teachers and Tamil Pandits should be raised and their status improved

Mr. T. K. T. N. R. Tatachari said that education had become "a specialised subject in the hands of the Education Minister" and it seemed that nobody could at all claim to speak about that subject or know anything about it!

Whatever might be the justification for communal principle, in regard to admission to colleges he did not know how knowledge could be divided on

communal basis. Admissions last year were "indiscriminate" even in regard to eligible candidates. Nothing had been done by the Government in spite of his complaint in regard to a particular case.

Mr. H. O. Fowler said the thanks of his community were due to the Government for the generous way in which they had been treated in the matter of educational grants and requested the Minister for Education to go slow in regard to effecting changes in the medium of instruction and also religious instruction. He desired the Government to provide a better system of provident fund for teachers.

Dr. Subbarayan :

It would be a wrong step if regional languages were made the medium of instruction in Universities. Believing in the essential unity of India, he considered it necessary that in the Universities at least, the medium ought to be the common language of the nation, whatever that might be. No decision had yet been arrived at by the Constituent Assembly on this matter and at present English held the field. In the South particularly, English was more commonly understood than even Hindustani. He was a lover of Tamil and Tamil literature and was aware of its contribution to world thought. But that did not blind him to the imperative need for all people of India sticking together as a nation and the need for preventing fissiparous tendencies. They would be really opening the floodgates of such tendencies if they adopted the regional language as the language of the University. He, therefore, appealed to the Education Minister "not to be in a hurry" with his reforms and "introduce something which he may regret in the future". He also urged that teaching of English should begin at the earliest stage of the formative period of the pupil, in the First Form.

Mr. Mohamed Ismail :

The Minister for Education had at last hit upon some plan. He was a very reasonable gentleman, but the only difficulty was that his enthusiasm

was sometimes unbridled. The Finance Minister's speech would at first sight give the impression that compared with 1937-38, the allotment for education for the coming year was about four times. But when the allotment was regarded in relation to the total revenue of the Province, they would find that as against 16 per cent of the total revenues allotted for education in 1937-38, the Government had allotted only 16 $\frac{1}{2}$ per cent for the coming year.

He reiterated his objection to basic education scheme and stressed the need for providing religious education to children during the impressionable period of their life.

Education Minister at the outset referred to the criticism of Sir M. A. Muthia Chettiar that in the matter of grants to Universities, the various regional areas were not treated properly. The Minister quoted figures to show how the Annamalai and Andhra Universities had been generously treated and pointed out that grants were made to meet the needs of the Universities concerned and not on the basis of areas.

Dealing next with the question of medium of instruction in colleges, the Minister for Education said that every member seemed to think that some conclusion had been arrived at in this matter. It was still under the consideration of the Central and Provincial Governments and the Universities. Giving the background of the subject, the Minister pointed out that the Government of India sometime back appointed a Committee consisting mostly of Vice-Chancellors of Universities to go into this question of medium of instruction. That Committee felt that the time had come when English should be replaced by an Indian language at the higher stages of education and unanimously recommended that English as a medium of instruction and examination in University stage should be replaced at the end of five years by an Indian language.

Begum Amiruddin enquired whether there was any dissenting minute to the report of the Committee and the Minister for Education said that he did

not see any dissenting minute and the decision was unanimous.

Proceeding the Minister for Education said that this decision was referred to the Provincial Government, who in turn referred it to Universities and the Director of Public Instruction. The Director of Public Instruction expressed the view that five years was too short a period for the change over. The Universities had appointed Ad Hoc Committees to go into the matter. In the meantime, the matter had also been referred to the Universities Commission which would consider it dispassionately. Every one was agreed on the importance of English as an international language. But in course of time it was inevitable that the regional language should become the medium of instruction in their Universities. The adoption of a foreign medium had contributed to the gulf that now existed between the educated and the masses. All these should be changed and those who could not afford University education should be provided facilities to improve their knowledge. This could be done only when they had books in regional languages. They were aware that there should be no hurried change-over and that such a change-over should not be at the expense of efficiency either in the matter of instruction or learning. The success of the scheme would depend on the fullest and whole-hearted co-operation of the Universities. The medium of instruction was not a matter over which they should worry at present. It was being considered on an All-India basis. They could, therefore, await the report of the Universities Commission which was presided over by Dr. S. Radhakrishnan.

One member of the Opposition, Mr. Avinashilingam Chettiar said, expressed the view that the Government was prejudiced against certain castes and communities. In the past the foreign Government created certain traditions which suited them. The result they had seen in the two-nation theory with all its bad consequences. Whatever might have been the support for this theory two years ago there was none at present. The Government felt

that if this policy was continued, it would produce harmful results and keep the communities apart. It was a matter concerning policy and in their action, the Government were not dictated by hatred to any community. On the other hand, the Government were giving grants to institutions managed by various communities. "We want to encourage good institutions in any community. But if there are bad institutions, Government must step in and stop corruption. When action is taken it should not be said that it was taken because the institution belonged to a minority community or to a particular community."

In conclusion, Mr. Avinashilingam Chettiar said that the basic education scheme was based on the Sargent Report and that the matter had been taken up long before the Congress came into power either at the Centre or in the Provinces. The Government of India had made it an all India policy. They had set apart Rs. 50 lakhs for the furtherance of basic education and that amount would be available only for the training of teachers in basic education. He was only sorry that criticisms should be made without understanding all the facts.

Abdul Latif Farookhi:

Mr. Abdul Latif Farookhi said that the requirements of education in this Province had not been met with as they ought to be. In Chingleput there were 500 villages each with a population of 500 and more, without any educational facilities.

Mr. Bhima Rao:

In regard to admissions to colleges professional and non-professional, Mr. Bhima Rao urged the Government to follow the example of Bombay Government and not to have the caste distinctions in official records. He hoped that this wholesome principle would be adopted by the Government in conformity with the policy of the Congress.

Mr. C. Virabhadra Rao:

Mr. C. Virabhadra Rao urged that the Government should raise the salaries of teachers and particularly language Pandits so as to attract men of talent.

Dr. V. K. John :

Dr. John said that "communalism was rampant in education." The apprehension had grown in the minds of Christian agencies that the Government was "against Christian enterprise" in this field. The Government should not do anything to create such an apprehension. Instead, they should give all possible help and assistance to agencies which came forward to provide this essential service which Government by themselves were not now able to provide in full. Another feature of education in this province was that all kinds of sectionalism were growing in it—caste distinctions, communalism, territorialism, linguism, and so on. Narrow loyalties prevailed where higher loyalties ought to prevail.

Mr. Narayana Menon :

Mr. Narayana Menon made a strong plea for the development of Sanskrit education and for the study of Hindi so that the Indian Union might not suffer for want of a common language. Turning to the Government Order relating to admission to colleges, he said that Government was bound to give every encouragement to those communities which were not hitherto sufficiently educated, to derive the benefits of higher education; such a policy would be analogous to the principle on which Mahatma Gandhi desired Harijan uplift. No community would suffer because of this policy and the nation as a whole would progress. It should be remembered that the communities which the Government proposed to encourage were those which contributed a large share to the revenues of the Province.

Mrs. Mona Hensman :

The member pleaded for opening of more Intermediate Colleges for women and for restoration of the provision for mid-day meals in elementary schools.

Mr. R. Suryanarayana Rao :

There was no essential difference between the "elementary education" now in force in this province and the "basic education" that was being introduced. He did not see why the Government should make so much of the word "basic"

and suspend further expansion of elementary education. Why not draw up a comprehensive scheme and allow municipalities to introduce compulsory primary education in their areas, giving them necessary assistance? The Education Minister was full of energy and enthusiasm but there was "something mysterious" about his attitude on matters of education. He appointed a University Grants Committee one day and immediately abolished it. Why? Was it because as Chairman of that Committee he found members would not agree with him and they were inconvenient? A Provincial Board of Education had been constituted but it was soon reconstituted minus "all the inconvenient members!" He wished to ask why the Minister should think that he was the repository of all wisdom. Why could he not brook others' points of view?

In conclusion, the member urged the Government to make a fresh and more effective approach to the promotion of adult education.

Mr. T. S. Avinashilingam Chettiar's reply :

He said that it was not correct to say that the University Grants Committee had been abolished because members had proved to be "inconvenient." There was not a single occasion on which there arose any difference of opinion between him and the members of the Committee and he had great respect for them. Owing to the delay that arose in the disposal of applications consequent on the applications having to go before the Committee and then with their opinions to the Government, certain Vice-Chancellors represented that "this Committee seemed to be another wheel in the coach which created a great deal of delay." That was the only reason for the abolition of the Committee. As for reconstitution of the Provincial Board of Education no reflection was at all meant on the members who had been left out."

Girls' education, the Minister continued, was being reorganised on the lines suggested by Mr. Abdul Latif Farookhi and certain members of the

House, with a view to giving them "a more purposeful training" suited to their future life. It had been begun in the First Form this year and in course of time, it would become more and more effective. As for Nursery Schools, Government recognised such institutions wherever they were opened as Special Schools. An officer had been sent overseas for studies in this respect and when she returned Nursery Training Schools would be opened to train workers who would start such schools.

Referring to Dr. V. K. John's criticism of the attitude of Government to aided institutions, the Minister said that it was the policy of Government to encourage aided institutions in all grades of education, elementary, secondary and collegiate. It was for that reason, he said that after this Government came into power, "greater facilities had been given for these institutions which were never before available." They had given for elementary schools increased grants, dearness allowance to teachers in full at Government rates, and payment up to one-fifth for expenses of management. For secondary schools, grants had been increased from half net to two-thirds net and other facilities given including an increase in the number of instalments of fees had been allowed while only the former eight instalments were taken into account for purposes of grant as also an increase in the amount of fees collected had been allowed while only the former Rs. 5.40 was taken into account for purposes of grant. In fact, he said, some institutions were able to make a saving and put by something for future contingencies.

Referring to the legislation for requisitioning of school buildings, the Minister said it was not meant to apply to institutions managed by any particular community. Instances had occurred of managements which were corrupt and had refused to mend even after repeated warnings, while Government were unable to take effective steps. Stoppage of grants or withdrawal of recognition were remedies available but they had to consider the interests of the thousands of pupils and the staff. The Bill was thus intended

only against such bad managements. Good institutions, managed by whatever community or agency, had nothing to fear from the Bill. When the Bill was taken into consideration, the Government would accept all reasonable amendments which would serve to protect good institutions. The Select Committee which invited and had received representations of those interested would go into these with great care and make whatever changes were necessary.

Giving figures, the Minister stated that 87 per cent of the aided Colleges were run by Mission agencies and 63 per cent by non-Mission agencies. In the current year, Mission Colleges had been given an equipment grant of Rs. 1,64,465 as against Rs. 55,048 given to non-Mission Colleges, although the number of institutions maintained by Missions was much less than those maintained by the others. Capital grants in 1946-47, despite the general ban on such grants, amounted in the case of Mission Colleges to Rs. 1,68,448 and "Nil" in the case of the other colleges. In 1947-48, three Mission Colleges got Rs. 68,155 as against "nil" in the case of non-Mission institutions. In the current year, Christian Mission Colleges got Rs. 3,15,800 as against Rs. 41,000 given to non-Mission institutions. Certainly, this did not show discrimination against Christian Mission Colleges as alleged by some speakers. In fact, these facts showed that Mission institutions had been treated with favour than otherwise.

Good institutions by whomsoever conducted, the Minister said, had nothing to fear from the Government. But there had been cases of corruption and other misdemeanours on the parts of managements, in Mission institutions as in others. Government owed a duty to the public and the people of the Province to take action against such institutions and put things right. Such steps should not be interpreted as directed against any particular community. In fact, people should welcome such steps taken to cleanse these institutions. Government, he said, would respect and support good institutions, by whichever agency they were con-

ducted. The task of education was indeed a very great one and could be performed well only through the co-operation of all. He therefore, asked for the co-operation not only of members of the House but all those interested in the noble task so that they could build a great and glorious India.

Budget Demand

Presenting the demand, and moving for the grant, Mr. Avinashilingam Chettiar gave an account of the Reorganisation Schemes in regard to education and invited constructive suggestions of members on the same.

The Minister said :

"Any scheme of reorganisation of education must bear in mind the various needs of the people for which they must be equipped. One of the chief defects in the present system of education was that it led to a blind alley. Boys went through the High School and did not know what they were fit for in life at the end of it and so many blindly joined the Intermediate. After the Intermediate also, many could not see any better and if they were well-to-do they joined the B.A. classes and so on. One of the chief reforms advocated by great educationists for over a quarter of a century, has been that a large number of boys and girls who cannot afford to go beyond the secondary school stages must be trained for some avocation within that stage while such of those who can afford to go to higher education may be allowed to do so.

Training for citizenship

"But education is something more than merely training for a living. It is not enough if we can make a boy or a girl an earning member. It is necessary also that he or she must have a social sense. He is the member of a society in which he lives and has his being. A man may earn well and be ever so much intelligent but if he does not have a social sense and the quality to get along with others in amity and in co-operation, his life cannot be happy. And so, it is absolutely necessary that this social sense must be given in schools in theory as well as in practice.

It is not sufficient if he is merely taught social sciences like History, Geography or Civics by way of intellectual equipment but it is necessary that he should have a co-ordinated sense of all these social sciences in addition to practical training based on this knowledge.

"In addition to being a member of his own community, every man is also a member of a State. The modern State is a sum total of the individuals constituting it, in which every one has rights to enjoy and duties to discharge. For any democracy to function, it is essential that people must cultivate not only a sense of neighbourliness and social sense with the people around them but also a sense of citizenship by which one is keenly aware of not only his rights but also his responsibilities to the State of which he is a part. To live together and to plan and work for the State, is the very essence and foundation of democratic life. Any education worth the name in modern times must provide for this training in citizenship. The family is the essential and indispensable unit of any society. The working man or woman turns back to the home for security as well as for a restful life. In fact, the home is the unit in which men and women live and where children are brought up. Unless the home is made happy, men cannot do their work in peace and in joy. The persons who can make the home pleasant and happy are the women, the wife or the mother of the household as the case may be. It has been pointed out that it was in this respect that our old system of education, where the same type of education was given both for boys and girls, has been most lacking. Unless the curricula in our girls schools are reorganised to suit the necessities of their life at home, it cannot be said to train them for life. These four factors, viz., training for a living, cultivation of a social sense, equipping children with the knowledge and practice of the rights and duties of citizenship and training our women for above all a cultural view of life based on purity, devotion and character—their duties and responsibilities—these are the essential needs of any modern society.

"Now coming to the methods of education, our education has been merely bookish and it did not give the people a practical training. Children study many things through books without understanding them. Mere examinations have dominated our schools. A boy is considered good or bad according to the marks he secures in examinations, whatever may be his other qualities. The result has been it has put a premium on mere bookish reading and marks in examinations and not valued practical attainments, leadership or character. It has been pointed out that education should be based on experience and only such an education will be retained by the children through life. This principle of education through activity and experience has been accepted all over the world both in the elementary and the secondary stages and if any education is to be effective in inculcating knowledge as well as good habits, it must be based upon the right kind of activities. These are the essential elements which any educational reorganisation must bear in mind. And this is exactly what has been done in the recent reorganisation of education in our province.

"In the primary stage, the Government have accepted Basic Education as their declared policy."

Secondary Education

"Coming to Secondary Education, the reorganisation scheme has taken into account all the defects of the present educational system and has taken steps to remove them. In the new scheme, activities have been provided in the middle school classes. There will be a basic craft, the activities in which will be exploited for the purpose of education. In addition to the basic craft there will be activities based on social studies, citizenship training, excursions, school assemblies, etc., which will make instruction not merely bookish but practical. Syllabuses have been formed for the integration of such subjects as History, Geography, and Civics into one subject called Social Studies. Training in Citizenship also has been provided for. These imply not only bookish or merely intellectual

study but also the giving of such social and civic training which will enable people to develop their sense of responsibility towards society as well as the State. In addition, this will develop team work and a sense of leadership. Besides, the bifurcation of studies, recommended by various committees on education for the last quarter of a century has also been accepted and courses have been provided for the subjects of Civil Engineering, Agriculture, Secretarial, Teaching practice, Domestic Science, Arts and Crafts. Special grants have been offered to such schools as may come forward to provide these courses. Fifty schools were chosen for this purpose in the current year. A provision of Rs. 8.97 lakhs has been made in the Budget for next year to introduce these schemes in 50 more schools in the next year.

Home-craft for women

"Women's education has been organised on right lines. With a view to make their training more purposeful, home-craft has been made the basic craft for all Girls' Schools so that it will train them for life. Home-craft implies not only such things as nutrition, kitchen work and related subjects but also the proper upbringing of children, nursing, etc. These must be inculcated with a proper national and cultural background consistent with the highest traditions of our country. I would like to make it clear here that it is not the intention of Government to deny higher education to girls taking such subjects. Such of those girls as choose Domestic Science may enter courses of studies in the Universities if they desire to do so. This aspect of reorganisation seeks to train the large majority of girls for the avocation which they may choose in life later on.

"I am grateful to the Teaching profession for taking up the working of the reorganised scheme warmly and whole-heartedly. As this House is aware, there was some opposition to the scheme when it was first introduced in the beginning of the year. That opposition was mainly due to a want of understanding of the implications of

the scheme as well as their unpreparedness for it. As I had explained before, the principles behind the reorganisation have been accepted all over the world. In fact the teaching profession was demanding such a reform of education in its numerous conferences and resolutions. But like other resolutions in Conferences, they did not expect that the Government will accept them at their word and when it came upon the scene, it was rather sudden. In spite of it, I must congratulate the brothers and sisters in the teaching profession for their determination to work the scheme successfully. I have had occasion to go to many of the districts in this province. I have addressed scores of Teachers' Conferences and I have found their enthusiasm for the new scheme. In fact, those who opposed it loudest then are its great protagonists to-day. Those who are working it have been amazed at the new possibilities for the development of the child in the reorganised scheme of secondary education. I would invite such of the Hon'ble Members of the House who are interested to visit some of the schools, where it is being done. As usual, some schools have required some time to come in a line with the spirit of the reorganisation and I hope they will be able to readjust themselves very soon and share the benefit of the reformed scheme.

This House will be glad to hear that the Government of India have begun to take a keen interest in Adult Education which they have renamed as Social Education. For the purpose of spreading literacy as well as Adult (Social) Education they have set up an amount of one crore of rupees. Out of this one crore, 10 lakhs have been reserved for the centrally administered areas and the rest of the 90 lakhs will be distributed to the various provinces on the basis of the illiterate population in the respective provinces. Though this Government will suffer financially if considered on such a basis, yet they expect to get about nineteen lakhs of rupees out of this fund. But to get this amount this Government must contribute an equal amount for Adult

Education. With the help of these funds, it is hoped that it will be possible for us to go ahead with our work in adult literacy and education in the future.

"The most potent agency for Adult Education is the Library System. This House is aware of the Library Legislation passed recently. Rules are being framed under the Act. Provision has been made under the Act for levying a cess for libraries and for the contribution by Government of a similar amount to the Library Committees. A provision of Rs. 2 lakhs for giving the contribution has been made in the Budget and the Government expect that the rules will be framed and it will be possible to bring the Act into effect early in the next year. In the Act, there is also provision for giving grants to aided libraries and a moderate sum of one lakh has been provided for that purpose also. These sums by themselves may not be much but with the cess and with the additional sum that may be available for the libraries from the allotment of the Government of India for Adult Education, this can be a good beginning.

"I must point out that the expenditure on Education is not limited to the amount provided under the Education Demand. As Hon'ble Members are aware, expenditure on Education is incurred under other heads also such as Medical, Agriculture, Veterinary, Labour and Industries. Taking into account the expenditure for Education provided under all these heads the Budget for 1949-50 will be as follows :

	Rs.
Education	9,38,98,200
Medical	22,95,500
Agriculture	11,72,200
Veterinary	4,59,500
Labour	48,14,800
Industries	49,89,200
 Total	 10,70,73,900

"Thus, it will be seen that the total amount spent for Education in the Province is Rs. 10,70,73,900 which is

nearly 20 percent of the total expenditure of this Government.

Quinquennial Review

"And now, I would like to give a brief survey of the progress of Education in the Province in the last five years from 1944-45 to 1948-49.

ELEMENTARY SCHOOLS

Year.	No. of Schools.	Strength	Expenditure.
			Rs.
1944-45	36,085	3,027,453	2,46,82,500
1945-46	35,929	3,244,261	2,89,28,403
1946-47	36,148	3,456,085	3,71,50,744
1947-48	36,393	3,695,217	4,32,33,337
1948-49	36,668	3,820,000	5,87,60,800

SECONDARY SCHOOLS

Year.	No. of Schools.	Strength	Expenditure.
			Rs.
1944-45	840	359,092	28,96,007
1945-46	825	404,938	35,52,147
1946-47	901	441,425	48,61,193
1947-48	971	476,749	53,25,676
1948-49	1,041	493,729	91,42,800

ARTS & TRAINING COLLEGES

Year.	No.	Strength	Expenditure.
			Rs.
1944-45	50	25,370	19,59,058
1945-46	54	28,495	23,09,734
1946-47	57	30,837	29,38,428
1947-48	63	34,595	31,79,047
1948-49	68	38,000	38,28,800

ENGINEERING COLLEGES

Year.	No.	Strength	Expenditure.
			Rs.
1944-45	1	727	2,57,404
1945-46	2	797	3,27,748
1946-47	4	1,106	7,03,076
1947-48	4	1,379	15,53,448
1948-49	4	1,658	37,37,300

Education, indeed, is a great task for any country. It is particularly so in this country where the educated are so few and the field that education has to cover is so vast. God willing, it is my dream that we should give the children of this country a type of education which will make them strong and noble and that and that only will lay the foundation for a glorious future for this great country. This cannot be done by mere orders of Government or even by mere provision of funds. This can be done only by the willing co-operation of the millions of people in this country. The co-operation of the home, the school and the public are necessary

to make any scheme of education a success. All agencies must be united in this great task and I request the earnest co-operation of all concerned in this great work.

Y.M.C.A. College of Physical training:

Mr. T. S. Avinashilingam Chettiar, Education Minister, stated in the Madras Assembly on March 4 that the question of taking over the management of the Y.M.C.A. College of Physical Education at Saidapet was under consideration.

Answering an interpellation by Dr. V.K. John, in the Legislative Council on March 11 on the educational institutions in the Province, Mr. T. S. Avinashilingam Chettiar, Minister for Education stated that the number of primary schools in the Province was 36,575 and the number on rolls was 8,650,748, the number of Middle Schools was 212, of High Schools, 763 and of Colleges 62. The Minister next gave details as to how many of them were Government institutions and how many of them were run by Catholic, non-Catholic and other agencies.

Mr. Suryanarayana Rao was told in answer to a supplementary that the percentage of increase in the number of high schools and primary schools during the last five years was 50 and 20 respectively.

Endowments of Schools :

The Education Minister, explained in the Madras Council the scope of the rules relating to provision of endowments by schools and said that institutions opened prior to April 1, 1940 were exempted from the requirement.

The Minister, who was replying to an interpellation of Mr. R. Suryanarayana Rao, further stated that schools opened during the period April 1, 1940 to March 31, 1948 were permitted to build up an endowment within a period of five years while schools opened after April 1, 1948, had been asked to provide an endowment of Rs. 35,000.

The Minister answered in the affirmative a question whether the Government had received representations in the matter from any religious or secular body.

Fee concession for teachers' children :

Asked by Begum Amiruddin, in the Legislative Assembly, on March 13, whether the Government intended to implement the resolution passed by the All-India Educational Conference held in Mysore in December last calling upon all Governments to give full fee concession to the children of teachers in all stages of their education, Mr. T. S. Avinashilingam Chettiar, Education Minister, said that the Madras Government had not yet received a copy of the resolution passed by the Conference.

Begum Amiruddin : In view of the fact that the elementary school teachers are in dire need of assistance, will the Government consider the desirability of granting full fee concessions at least to the children of these teachers?

The Education Minister sympathised with the suggestion and said that just now the Government were unable to consider it. When times were better, the Government would consider it.

Training in Basic Education :

The Education Minister, Mr. T. S. Avinashilingam Chettiar, stated in the Legislative Council that 79 trained graduates and 61 secondary grade teachers were undergoing training in basic education to work as teachers in the basic teachers' training schools which the Government proposed to open in the next school year.

These teachers, the Minister added, were undergoing training in Hindustani Talimi Sangh, Wardha, Gandhi Basic Training School, Perianaickenpalayam, Coimbatore district and the Government Basic Training School, Pentapadu. Seventeen new basic training schools were proposed to be opened by Government in the next school year.

Optional subjects for S. S. L. C. :

Replying to a question asked by Mr. M. A. Salam in the Madras Assembly Mr. T. S. Avinashilingam Chettiar, Minister for Education, stated that the Government had decided to abolish the optional system for the S.S.L.C. examination in future.

The Minister also said that all the three Universities had been consulted in

the matter. The Madras and Annamalai Universities had agreed to the abolition of optionals; but the Andhra University suggested that the optional subjects might be classified on a broader basis than at present. The Government agreed with the unanimous view of the Provincial Advisory Board of Education, which contained representatives of all Universities and orders were accordingly issued abolishing the optionals.

Recently, the Minister continued, in connection with the proposal of the Andhra University to introduce the I.Sc. courses, the question of abolition of optionals was considered by it. It was said that the standard of the syllabus in Mathematics that would be necessary in the I. Sc. course would be higher than that provided in the reorganised secondary school syllabus. In order to come to an agreed understanding on the matter, representatives of the three Universities were summoned. It was resolved at that meeting that provision for higher mathematics to such of those who would like to specialise in that subject might be provided in schools. Consequently certain suggestions were made which were under consideration of Government in consultation with the Universities.

(Continued from page 169)

folks have not even a compound to which they will ultimately return to be educated. Once settled in a school, however, they cease to be a problem— their self-reliance, house-pride and family obedience acquired on board the barges, provide a most useful background. But continuity, so necessary in education, is made difficult by the fact that these boats only tie up to the banks in bad weather. The teachers in charge of these children have to give individual attention to each one of them.

Britain's education authorities are now examining a new project. Along the canal banks, hostels are to be provided for the children of barges. These hostels will enable them to attend school regularly. If this plan proves successful—as it may well do—other countries, faced with similar problems, will be able to follow this example.

EDUCATION IN CENTRAL LEGISLATURE

During the Budget Demand:

Prof. Yashwant Rai said that in a country like India, where about 85 per cent of the people were illiterate, education should receive the foremost attention of the Government. In this Atomic Age, he added, technical and physical education should get top priority in schools and colleges. The present educational system, which was mainly based on Western ideologies, should be completely overhauled and ancient culture should be reintroduced. He said: "If we want to have one culture, one language and one country, we will have to keep one ideology—our ancient ideology." He thought the Government's basic education scheme involved much expenditure without being beneficial to the country. This expenditure could be minimised to a great extent if the Government resorted to simpler methods of educating the masses to enable them to read and write.

Srimathi Durga Bai congratulated the Minister for Education on the establishment of various organisations of art and culture and on the scheme aimed at the liquidation of illiteracy to the extent of 50 per cent within five years. She was glad that universal social adult education had been placed foremost in the programme of the Ministry. She, however, complained that only 1½ per cent of the Budget had been allotted for Education.

Pleading for encouragement of women's education, she suggested that facilities should be given to women to have private studies and to appear for university and school examinations privately. She also suggested that the Government should give facilities for women to work as part-time teachers in schools. She thought that the incentive would draw a large number of women to the teaching profession.

Mr. A. V. Thakkar said that unless they paid more attention to free, compulsory and basic education, the country could never make progress. If education

was a provincial subject, he asked, why should there be an Education Ministry at the Centre. They were told that a scheme for distributing Rs. 500 lakhs among the provinces for advancing compulsory basic and social education had been accepted by the Finance Ministry.

"I appeal to the Finance Minister", Mr. Thakkar added, "that the axe of economy should not fall on the Education Ministry. We are all pledged to adult franchise. Is this the way to carry out that pledge?"

Elementary compulsory education, he said, had been delayed for long. The Kher Committee had recommended that compulsory education should be introduced in 16 years, but he did not see even the first step taken in that direction. The Central Government should finance the Provincial Government's Education programme.

Mr. Ajit Prasad Jain referred to the report of the Education Ministry on basic and social education and complimented the Education Minister for including various encouraging plans in the report for the promotion of education of the people. He hoped these plans would be given effect to with the same determination and spirit with which they had been chalked out. He also suggested that students should be sent abroad only for technical and scientific education, which could not be imparted in India. A number of students returning from abroad after the completion of their education were unable to get suitable employment. He hoped the Education Minister would investigate into the matter and utilise the services of the students for the purpose for which they had gone abroad.

Begum Aizaz Rasool said that elementary education for children should be imparted in their mother-tongue. There was no doubt that the State language was essential. But children should be asked to learn it only in the secondary stage. She hoped the Education

Minister would announce a clear-cut policy of the Government in this regard. She congratulated the Education Minister on the excellent plans he had included in the report for the promotion of education in the country.

The Education Minister, replying to the debate, said that India would not follow the Western policy in their planning for the promotion of education in the country. There could not be two opinions on this. But at the same time it did not mean that modern and scientific education would be altogether ignored. The ancient culture and philosophy of the country had a great reputation abroad. The Government, while chalking out plans for the improvement of education in India on modern and scientific lines, would also include in it the qualities of its ancient culture.

Maulana Azad agreed with Mrs. Durga Bai that the education of women of the country was lagging behind. But the Central Government was helpless in this respect as it was purely a matter for the consideration of the Provincial Governments. The utmost the Central Government could do was to give aid and organise all-India institutions for women. He assured Mrs. Durga Bai that he would give careful consideration to the proposal for employing women as part-time teachers and see how far it was practicable. He would also con-

sider the suggestion that women candidates should be allowed to appear privately at the examinations.

Regarding elementary education of children, Maulana Azad said that the Central Advisory Board of Education had already decided that children between the ages of six and eleven should be educated in their mother tongue. They should also be given a chance to continue their studies in their mother tongue in the Eighth and Ninth Classes. The Government had adopted a resolution on the subject: But he regretted that certain provinces were not following the instructions of the Government. It was a question of vital importance and the Government would not sit quiet over the matter. He was thinking of calling a conference of representatives of the provinces for clarifying the entire position.

The Education Minister appealed to the House to give more funds for the nation-building departments like Education and Health. He said there was shortage of finance and so some of their basic education grants to the provinces—totalling Rs. 500 lakhs had to be curtailed. It was not the fault of the Finance Minister, but there were no funds. The Education Minister stated that if the House so desired it could enjoin on the Government to set apart, say 10 per cent of its revenues to be spent annually on education.

PRESS NOTES AND ORDERS OF THE GOVERNMENT OF MADRAS

Advisory Board on Education

The report of the Presidency College Reorganisation Committee would be the main subject of discussion at the first meeting of the newly reconstituted Provincial Advisory Board of Education scheduled to be held on March 19.

The reconstitution of the original Board and its Sub-Committees, was decided upon by the Government in order to make them representative of

the various spheres of education. The new Board consists of 29 members and the Minister for Education is the Chairman of the Board. Sub-Committees have been formed for Basic Education, Secondary Education, Collegiate Education and Adult Education. The Board would meet normally twice a year and the Sub-Committees once in two months. The members of the Board and the Committees would hold office for a period of three years.

GLEANINGS

Is a Teacher Infallible?

There is a time when we all feel sorry for the poor teacher. It is when she is first brought to earth by an ordinary pupil. It may be a simple blunder in spelling or just an obvious case of "I don't know." But it does happen to every teacher, except perhaps the superior type who is absolutely infallible or has a very poor memory of embarrassing incidents.

It is so easy to misspell a word and have it brought to your attention by the twinkling-eyed lad in the front seat who never misses anything. Sometimes you wonder just how keen his observations are and if he tactfully keeps some to himself. He tries to be natural about it as he says, "Please, Miss Frost, should there not be 'ei' in weird in the fourth line on the side board?" and there is just a trace of a smirk on his face. The teacher pounees on the error furiously and the flush in her cheeks reveals the feeling of insignificance seeping through her veins. Down in her seething heart there is a growing desire to kick the little smartie in the shins. It is bad enough to make such a mistake but to be corrected by a child really hurts.

Spelling is only one of the many pitfalls awaiting the poor teacher. In fact it is one, more easily avoided than others. There is no defence against the twelve-year old who, having delved into his father's *Chronicles of English History*, is armed to the teeth with supplementary facts about Oliver Cromwell and the Civil War. He holds the class spellbound with an account of the brutality of the Roundhead tyrant and his merciless Ironsides in subduing and punishing the poor Irish. The teacher, despite an empty feeling about the stomach, follows the discourse with interest but is glad when it is ended. There is just a slight feeling that she is being supplanted by a little boy with a lot to say.

Then, there is the teacher who prepares a splendid Science lesson on the planets, stars, meteors, etc. and at the

introduction learns that George's father works in an observatory and that he himself owns a small telescope. He knows all the answers. Sure, Pluto is beyond both Uranus and Neptune and is much smaller than either of them. It was discovered through the strange behaviour of a neighbouring planet. This lad knows more about the heavens than the teacher could hope to learn from mere text books. It is then that the teacher wishes she could crawl into a hole and forget the whole thing.

If we, as teachers, are offended because a child in our class is able to point out an error or add to the material we have gathered on some subject we are to lose a great source of class information.

We should appreciate what our pupils are able to contribute to class education and gratefully acknowledge them for helping out. Only the conceited, overbearing individual tries to maintain an air of impeccability. Rather than risk the loss of a little prestige he squelches the pupil who is just bursting to tell what he knows. We should bear in mind that the teacher's education is far from complete and never hesitate to admit it to the class. We are constantly gaining knowledge and if we are really enthusiastic in adding to that humble store, will not despise the meanest of sources. Even the child who can't remember three times eight may know something strange yet worth while to the teacher, and how he will glow with pride in expounding his treasure.

Then let us think of our school as an exchange bureau of information, a place where teacher and pupils share the knowledge that has come their way. The teacher will have far more to offer the child but it is not, on that account, more important. Permit the children to tell their experiences, even urge them to talk. There is more to be gained than most of us realise. We share our knowledge and benefit twice over; it profits the speaker and the audience. —(*Canadian Teacher, December 1948*).

Education in New Zealand (Some aspects).

LOCAL CONTROL

The primary schools in a provincial area come under the direct authority of the local Board of Education. The Canterbury Board, for instance, has a commodious set of offices in Christchurch, a large administrative staff including an architect, an inspectorial staff under a senior inspector. It consists of representatives elected from the School Committees, with departmental representation. It looks to the building and maintenance of its schools after Wellington has approved of expenditure; it looks to the staffing of its schools based on departmental staffing policy; it cannot run hay-wire with school programme.

PARENTS PLAY THEIR PART

Each primary school has its own school committee elected from parents by an annual meeting of parents. The school committee is responsible for advice—for the cleaning of the school, for the appearance and equipping of school grounds. I saw many schools during a brief stay and there seemed to be an almost complete absence of neglected building and unkempt grounds. The Committee also raises money voluntarily for school equipment, most of which is subsidised in purchase by the department. For addition to the small committee of half a dozen or so meeting monthly there is nothing to prevent a keen group of parents also organising Parents and Citizens' Association to function much as ours does.

EXAMPLES OF EXPERIMENT

Perhaps the most noteworthy experiment is that of the Intermediate School. One of the most recent is to be found at Hutt among the large blocks of State houses outside Wellington. Here is a school English fashion with three long wings reaching out into sunlight—a brick and cement building costing about £ 100,000. For 600 children there were: Office and staff rooms plus special rooms beautifully equipped for art, crafts, science, needlework, home science, wood-work and metalwork. In addition,

there was a commodious library and the usually wonderfully equipped dental clinic. The point is that this school takes in the elevens and twelves from six contributory schools, hence the liberality of equipment.

A similar school I saw elsewhere had in addition a canteen, a complete flat for home science work, a pottery room complete with electric furnace and a printing room with type and two forms of machine. Incidentally, the craft and art rooms both have store rooms in new buildings to house a most generous allowance of free materials.

MODERN SPEECH THERAPY

Another interesting experiment is to be found in the growing system of speech clinics attached to the schools. Most of the girls are recent trainees and have passed on from Teachers' College to a diploma course at Otago University College. These cater for approximately 22 clinics throughout the Dominion, where children visit in pairs at prescribed times for remedial treatment. As in the case of all handicapped children, one does not realise the significance of the problem until its victims are isolated in groups. For a young service, results are becoming evident already and the problems in particular of stammer, stutter, childish speech and cleft palate are yielding to treatment in a most promising manner.

UP-TO-THE-MINUTE TEXTS

Just to mention one more experimental effort—the school's publication department has grown into an extremely valuable service. The New Zealand Primary child receives free his English and Arithmetic books and a monthly school paper in place of the ordinary reader. The secondary child has access to a regular series of bulletins specially written to help him with his study. To-day it might be a summary of grammatical difficulties; to-morrow it might be a statement on Palestine at approximate level. From time to time there are special numbers beautifully illustrated and for this purpose the best available artistic effort outside the Department is sought. Educational

spending is enormously lavish in this and in other directions.

PARENT INTEREST ENCOURAGED

Finally, associated with these tendencies, there is undoubtedly a philosophy behind the system. There is first of all a real faith in Education among the parents, who are encouraged to play an active part in their system. Of more importance practically, is the faith of the Government, notably the Prime Minister, who as Minister for Education some few years ago, was responsible for the present programme tendency and the lavish spending of the moment on Education. In the Department itself there is apparently no doubt as to the progressive philosophy of the Director, Doctor Beeby, now on loan to U. N. E. S. C. O. Among teachers there seems to be reliable evidence of a real pride in the service, a freedom of outlook and a marked liberality of policy.

The N. Z. system certainly seems to provide opportunity for individual development,—(From the *Parent and Citizen Magazine*, Nov. 8 page 4).

The Comprehensive School

After forty years' trial of comprehensive schools in America they have now been introduced experimentally into this country. As an article today by a Special Correspondent shows, the products of these American schools have been severely criticized. Will the comprehensive school, taking all children of secondary school age in a given area, be any more successful here than in the United States? In the size of the schools English plans are close to American practice. The large urban schools of the United States are matched by the London County Council's proposed schools with 2,000 or more pupils, while the smaller comprehensive schools in the country districts of America are reproduced in the Middlesex plans for keeping the numbers down to 600 to 900. Size is important, for it governs the number of specialist courses that can be provided. If 15 per cent of all children at school are fit for a grammar school course, then in a comprehensive school

of 1,000 only 150, with ages from eleven to eighteen, will be on the grammar school side. This is too small for efficient grammar school work. The sixth form will be minute and unable to carry either the number of specialist teachers or the selection of courses that the sound grammar school offers to-day.

Not all the defects of the American comprehensive school need show themselves in this country. The system by which the American pupil takes a subject for a year and then drops it completely, a system which "encourages students to think of their studies as a series of blocks, each a unit complete in itself and separable from all others," is unlikely to be copied here. Without doubt the fragmentary nature of instruction in their comprehensive schools is partly responsible for the poor results now severely criticized by American university teachers. The American system would be entirely against the tradition of European secondary education, which has always caused pupils to follow a number of subjects concurrently in a balanced course over the whole school career. What can be expected here in the comprehensive schools is the same restraint of gifted pupils that is reported from America. Those who go on to universities are a small part of the secondary school population, but nationally they form an extremely important part, and a comprehensive school with 1,000 pupils is likely to fail absolutely in furnishing the range and quality of sixth-form studies offered now by a good grammar school; even one of 2,000, though it might do better than some of the smaller municipal and country grammar schools to day, would come nowhere near the more famous town grammar schools.

It is worth asking, too, whether a comprehensive school could ever provide the same training and equipment that are found in the better secondary technical schools. Selective education in this country has done remarkably well. There is little wrong with the grammar school, and the few secondary technical schools in existence are doing good work. The modern schools have

been conceived on the right lines and promise well. Admittedly the process of selection for these schools leaves much to be desired, and far too many children are placed in the wrong secondary school at eleven. Transfer, however, is possible, and there is no compelling reason for making such a sweeping change in the organization of secondary education as the comprehensive schools threaten.

The chief argument for comprehensive schools is not educational, but social. It is argued that they will break down class distinctions—though there is no evidence that in America they have done anything of the kind. If the argument is to be taken seriously the best course may well be found in the "school base," which is being proposed for Derby, part of the isle of Wight, and a few other authorities. Under this scheme, a grammar, technical, and modern school would be built side by side on the same site and share the same playing fields. The buildings and work of the three schools would be separate, but they would be surrounded by the same outer wall, their pupil would combine for games and other activities, and transfer between them would be easy. But the present system of separate schools can stand on its own merits. It has yet to be proved that the comprehensive system can do more than a good modern school for the less gifted child, while it is already certain that it cannot provide as well as a good grammar school for the child of high ability.

—(From the 'Times').

Puppetry

Feeling that something would have to be done to improve the speech and dramatic work in the school, we decided to try puppetry. With a makeshift stage we began, right from the begin-

ning, for none of us had had any previous experience either in making of puppets or in the production of puppet plays. We feel that our experiment has been well worthwhile, and that, to a certain degree, we have achieved our aim.

The children picked up the technique very readily, and we were asked by the local branch of the Art Council to give a display of puppetry at an exhibition held at Narrabri. So popular was the show that the A.C.A. donated a proper puppet stage to the school, while one of the business houses donated the material required for the curtain.

* * * * *

The children certainly enjoy puppetry. Because they are so keenly interested, they strive to do all they can to make the production a good one. Since the child is virtually anonymous, he will give greater expression to his line. Being unseen he loses self-consciousness and will weep or laugh with the greatest freedom. The audience misses some of the best acting, for the facial expressions seen behind the stage are very difficult to obtain from children in straight plays. We find, too, that there is a carry over into ordinary dramatic work. The confidence gained behind the puppet stage is shown when the actors face an audience, and we feel that experiences gained through puppetry influence general deportment.

Children denied experience of a full-sized stage are enabled, by the production of a puppet play, to learn "theatre" in miniature, and, by practical experience, the components, both technical and artistic, of a flesh and blood production.—(From *The Educational Gazette, N.S.W.*, 1-12-48, page 431).

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NEWS AND VIEWS FROM FAR AND NEAR

MADRAS

At the Silver Jubilee of the Vidyodaya Girls' High School on March 4, Mr. M. Ruthnasami, in the course of his inaugural address, said that the education of a girl meant much to the future of the country for it meant the education of a woman, of a mother, and ultimately of several of the children born of that mother. He commended the efforts of private agencies who, he said, were mainly responsible for special attention being paid to the quality and the aspect of character-building of education. "There is no school in this Province which has done so much to improve the quality of women's education as the Vidyodaya" he said, referring to the various subjects taught in the school which went to develop the culture of the girls and to build their character. He said that it was a model school for girls and might well be imitated by the other schools in the Province. If the rest of the schools were conducted on the sound lines established by Mrs. Appasami, then the future of girls' education in the Province would be brighter.

Speaking at the inauguration of the centenary celebrations of the A. R. C. High School, Muthialpet on the 11th March, the Hon'ble Chief Justice P. V. Rajamannar said that with the advent of political freedom, great responsibilities devolved on us, and education was one of the major problems that confronted us, next only in importance to food and health. Upon the education of the people, the fate of the country depended. This was so because the persons to whom education was imparted were the future citizens. The speaker said: "The educational system of a nation ultimately depends upon the ideals of the country, political, economic, ethical, aesthetic and spiritual. A system of education divorced from such ideals is bound to become lifeless, wooden, mechanical and effete. Education must aim at conserving and

perfecting the life of the community. When I speak of the life of the community, I speak with reference to the actual life lived under definite conditions of time, place, culture, religion, national character and aspirations."

In one sense, education at its best in the history of the world had always been associated with religion and even to-day, he thought, religion and education should work hand in hand. By religion he did not mean anything denominational, which would lead to controversy. He would be very sorry to see education for the young "being confined to a bread and-butter business" He said, "If you regard education solely from the point of view of a means to earn a living, you miss one of the greatest things in education. If education is to serve the needs of Democracy, it can only do so by inculcating into the young the highest social standards which will destroy the abuse of wealth and the parade of luxury, which will burn away dishonesty and corruption." The best ideals of the national character must be placed before the boys and girls, and they must be brought into contact with those elements which had an enduring and vital significance in the history and life of the community. They should be inspired to add to the cultural heritage of the land. "It may be difficult, but it is worthwhile overcoming the difficulty, to achieve a proper balance of cultural and vocational objectives."

Essentials of a good curriculum

At the Founder's Day of the P. S. High School on the 6th March, Sir C. P. Ramaswami Aiyar referred to an educational conference held in Denmark in 1929 when educational experts from all over the world had gathered together for the purpose of deliberating upon and deciding what was the kind of education that should be imparted to the pupil to fit him to discharge his obligations and

responsibilities. The conference was sponsored by the New Education Fellowship. A resolution was passed by the conference which, he felt, was as appropriate to this country to-day as it was to the Europe of those days.

The resolution adopted by the conference laid down the three essential requisites of a curriculum. The first was that it should "provide direct contact with life situations allowing for self-expression through activity". Emphasis was thus placed upon the importance of the pupil being trained as early as possible to face the concrete problems of life. This obligation was sought to be discharged in the P. S. High School and other institutions by the inclusion in the school curriculum of "Citizenship training". As regards "allowing for self-expression through activity", he felt that the less there was of imposition from above, the greater scope there would be for evolution from within and for the spontaneous development of the innate faculties of the pupil.

The second requisite laid down by the Denmark Conference resolution, was that "it should meet at every stage the physical, emotional, mental and spiritual needs of the child's developing nature". "Having travelled all over the world", the speaker said, "I have found that the average Indian boy between the ages of 12 and 17 is far ahead of his counterpart in any other country. (Cheers). That clapping is a little premature. The average Indian boy or girl between the ages of 12 and 17 or 18 is greatly superior to those of other countries in his intellectual up-take, intellectual apprehension and comprehension and intellectual penetration and study. But after the age of 17 or 18 until the age of 30, the Indian student, confronted with multitudinous cares—domestic cares, cares of looking for a job, cares for making his plans come to fruition—falls into a certain stupor of mind and body. The average American or European youth of his age is full of life and vigour, daring and doing things. I ascribe our plight to our neglect of physical health which, in spite of a great deal done recently, unfortunately still remains the case in India".

Examining the ways and means of remedying this situation, the speaker referred to western athletic sports and games and the indigenous exercises of India. He said that he fully realised the value of group games and that he had himself "in pre historic days" won several prizes for proficiency in cricket, hockey and foot-ball. "I have found that the western athletic sports are all right so long as they are pursued regularly. But one of the things which you and I have found is that when these games are given up on account of increasing work or lessening leisure, we all too often tend to grow horizontally".

Value of Yogic exercises

"Our wise ancestors realised the essential and inescapable truth that intellectual subtlety and spiritual progress should co-exist with perfect physical health. For this purpose, they devised a careful regime which is called Yoga practice, Asanas and breathing exercises. I introduced this system in a university with which I was connected and I found that it produced remarkable results. Speaking from personal experience, I can say that I started these exercises 30 years ago and I have never consulted a doctor during these 30 years. I feel convinced that our indigenous exercises are better suited to our conditions and are cheaper and more efficacious than other methods of improving the physical health of our young. They could, therefore, be introduced with great advantage in educational institutions in addition to group games or in substitution of such games where provision for the latter is not available".

Dealing next with the "emotional aspect" of the curriculum, Sir C. P. Ramaswami Aiyar said he was glad to learn of the important place given to music in the educational system of the P. S. High School. Emotional balance was largely dependent on some kind of fine art—painting, sculpture, music, etc. Of these activities, music was perhaps the ideal one. Its importance was recognised in foreign countries and every school, college or university had its own musical side, its own songs and its own choir.

Cultural Heritage

A good curriculum should also introduce the child to the cultural heritage of the race and equip him with the fundamental knowledge necessary to modern social life. There was a time when the only botanical specimens that an Indian could think of were the primrose and the hawthorn. In his school days, the speaker had studied the geography of Great Britain very carefully, but knew precious little of the geography of India. But all that had now changed thanks to the great transformation brought about by Mahatma Gandhi. The question of our cultural heritage did not require any emphasis now. But the problem of "equipping the pupil with the fundamental knowledge necessary to modern social life" still remained.

The importance of the vocational side of education was now being increasingly recognised. This was aimed at bringing together the hand, the brain and the mind, so that the pupil, in his later years might turn his attention to handicrafts or to manufacture or to the handling of machines. A more adequate comprehension of the facts of nature and the basic ideas which had transformed the world were also necessary. A thorough grounding in science should be the prerogative and the obligation of every student.

Visualising the Indian student of the future, Sir C. P. Ramaswami Aiyar quoted Huxley's views on the true product of a liberal education. "That man has had a liberal education who has been so trained in youth that his body is the ready servant of his will and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold logic engine, with all its parts of equal strength and in smooth working order; ready, like a steam-engine, to be turned to any kind of work and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of nature and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained

to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of nature or of art, to hate all vileness and to respect others as himself." These were the ideals which should stimulate those in charge of educating the young.

The following are some of the resolutions passed unanimously by the City Headmasters' Association.

1. Introduction of English in First Form :

"The Madras City Headmasters' Association recommends to the Government and the Provincial Board of Secondary Education the introduction of teaching of English in Form I in as much as the standard of English acquired in II and III Form classes alone will not be adequate to those intending to take up the bifurcated courses in the High School stage and also for those to discontinue schooling after III Form. The Association strongly feels that for some more years to come the present standard of English should be at least maintained if it cannot be improved especially in the case of those taking up Mechanical Engineering and Secretarial practice in the High School stage".

2. Provision of Higher Mathematics in High School (Academic) course :

"The Association views with disapproval the reported recommendations of the Vice-Chancellors to split up the time allotted for Second Language in order to provide for Higher Mathematics in the High School stage. This would not only complicate the working of the time-table but will retard the progress of the teaching of Second Language as well as Higher Mathematics. The Association therefore recommends to the Board of Secondary Education to provide Higher Mathematics as an alternative to Elementary Mathematics in the V and VI Form stages. This the Association feels is in line with what is obtained in the western countries. The Association feels the necessity for a thorough revision of the attitude of the Board of Secondary Education towards

Mathematics both Higher and Elementary.

3. Other Business :

The meeting discussed a report from Travancore regarding the condition of teachers in the state and expressed the hope that the Travancore Government would redress the grievances of the teachers before they were driven to the necessity of leaving the profession.

4. Camp site at Avadi :

The Association agreed to send a deputation to interview Major General Rudra to secure the camp site at Avadi for the use of the School children of Madras City and suburbs.

5. Reorganisation Scheme :

The Association felt that the members should review the working of the re-organised syllabuses and therefore it appointed Sub-committees for collecting information and making recommendations to the Government for modification of the Scheme if necessary.

The Headmasters' Association welcomes the statement made by the Hon'ble Minister at the Provincial Advisory Board of Education, that the Government are taking steps to secure proper type of personnel for the inspectorate. It is very important for the success of the educational system that the inspectorate should consist of persons with high educational training, educational experience, educational ideals and spirit of service.

The Association also welcomes the proposal of the Government to have two grades of Inspectorate, but would suggest that the method of recruitment to the Higher Grade should be such as to attract men of ability and experience and at the same time be a means of recognition and encouragement to Inspectors and teachers in service. With this in view, the Association would submit that the suggestion that the recruitment for the Higher Grade would be from among young untrained Honours Graduates with academic distinctions, might not serve the best interests of education. The Inspectorate, like the staff of the Training College need

persons with professional ability, professional training and professional experience and success may not necessarily depend on early academic distinctions. The Association would therefore suggest that appointment to the Higher Grade of Inspectorate should be by selection from the Inspectors and from teachers on the basis of professional merit.

Age limit for recruitment to the Higher Grade may be kept as high as fifty so that teachers of professional ability with ripe experience may be attracted and so that inspectors in the second grade may look forward and work efficiently in the hope of getting recognition.

The Association is of the opinion that this method of recruitment would serve as an incentive to teachers and inspectors for improving their professional qualifications and efficiency and would result in the maintenance of a high standard of efficiency in the Inspectorate.

Resolutions passed at the 1st Convention of the Provincial Secondary Grade Teachers held on 26th and 27th Dec. 1948 in the Christian College School, Madras.

1. This Convention urges upon the Government to revise the scales of salaries of Teachers so as to conform to the following criteria :—

(i) That the scales of salary should make possible the kind of life that teachers of quality ought to be enabled to live.

(ii) That they should bear a relationship to the earnings of other professions and occupations for securing the necessary supply of teachers of the right quality.

(iii) That they should not give rise to anomalies and injustices within the teaching profession and

(iv) That they should not damage the efficiency of the education provided in any area.

2. In the grouping of teachers for purposes of pay and prospects by the Central Advisory Board of Education all categories of teachers including Art

teachers and Physical Training Instructors are put on a par with collegiate trained teachers while an invidious distinction is made in the case of Secondary Grade Teachers by segregating them and offering them a lower scale of pay. This Convention strongly protests against such a disparaging distinction and prays for parity of claims for scales of pay.

3. This Convention requests the Government to exempt Secondary Grade Teachers, who have passed B.A., from the production of Attendance Certificate to appear for B.Ed., or B.T., Examinations.

4. This Convention requests the Government to raise the age limit to 45 for recruitment to the Inspectorate from teachers serving in agencies other than the Government.

5. This Convention requests the Government to provide opportunities to Senior Secondary Grade Teachers for serving as Headmasters and Superintendents of Middle Schools.

6. This Convention urges on the Government that leave rules that are applicable to Vacation Department be applied to teachers working in private agencies.

7. This Convention urges upon the Government to fix 60 years as the age of retirement for teachers.

8. This Convention prays for increase in the rate of contribution to the Provident Fund for teachers from one anna in the rupee to one anna four pies in the rupee by the teacher, the management and the Government so that four annas in the rupee may accrue to the credit of the teacher.

9. This Convention prays for the introduction of a Scheme of Compulsory Life Insurance for teachers.

10. This Convention urges on the Government to award to teachers the same rate of Dearness Allowance that is given to the servants of the Central Government.

11. This Convention exhorts Secondary Grade Teachers to take active participation in Social work such as Adult Education and Rural Welfare Scheme.

12. This Convention recommends to the Government the application of the formula, "Minimum of the revised scale plus $n/20$ of the difference between the minimum and the maximum of the scale where n stands for the number of years of service" for fixing the salary of teachers in the revised scale.

GREAT BRITAIN

(Based on British Information Services)

Free Education for Farm Workers' Children

Farm workers' children in Britain's Home Counties hope to go to university, college or farm institutes under a scholarship scheme being organised by the Ministry of Agriculture

Under the scheme parents will not have to contribute a penny towards the cost of training. All that will be necessary will be to satisfy a selection committee that the children are in a position to benefit educationally and that they intend to follow agriculture.

In addition to this scheme, authorities in the Home Counties are developing big schemes of agricultural education to enable both farmers and men to become first-class craftsmen.

Professorship of Eastern Religions at Oxford

Oxford University has been offered £42,000 (Rs. 5,60,000) to endow a Professorship of Eastern Religions and Ethics.

A Professorship in this subject has been established for some years on an experimental basis. Now, by the generosity of its founders, Mr. and Mrs. Spalding of Oxford, it can be placed on a permanent footing. It will also be possible to provide a travelling fund for the use of the professor who holds the post.

The founders make only one condition. It is that a permanent interest shall be built up in the University in the great religions and ethical systems of the East, whether expressed in philosophic, poetic devotional or other

literature. Its influence on art, history, social life and national structure is also to be studied. The aim is to bring together the world's great religions in closer understanding, harmony and friendship.

International Youth Forum in London

Young people from 18 countries have arrived in London by air to spend nine weeks in British Schools and homes. The Council for Education in World Citizenship, an organisation of the United Nations Association, is co-operating in the scheme to bring these 26 boys and girls to Britain.

Aged between 16 and 18, the delegates were chosen through an essay competition on "The World We Want", the theme of their world forum in London in May. One-day conferences are being arranged in different parts of Britain. The delegates are spending their first week in London and afterwards dispersing to schools throughout the British Isles, each living in the home of one of the pupils.

Indian Students in Britain

Some 8,000 men and women from India and Pakistan, according to the *Times Educational Supplement*, are now at educational institutions in Britain.

Of these the number in the schools and colleges of the University of London is larger than that of all the university centres in Britain combined.

New Teaching aid

The prototype of a home film projector which enables the user to record his own commentaries on films has been shown at the visual aids exhibition of the Leeds Educational Society.

When a film is being shown on the screen it is possible to record at the same time a commentary to describe and coincide with the action on the screen and to add suitable music if required. Errors made in recording can be deleted by the use of an automatic eraser and the blank portions can then be recorded afresh.

The projector will be of great value to schools. A teacher will be able to show an educational film to his pupils

with his own voice providing the commentary.

The unit is now in production and a British firm has already accepted several orders.

Blind Students make History

Two former students at a London school of the National Institute for the Blind have made history by passing the Chartered Society of Physiotherapy's examination for teachers.

Mr. Wallace Randall and Mr. John Jenkins, the first blind students ever allowed to appear for the examination, will now devote their careers to teaching other students similarly afflicted at the National Institute's School, which is equipped with the most modern apparatus to be found in any clinic.

Students offer as "Home Helps"

Under a new social service scheme university students in Sheffield are volunteering to mind babies, help in hospitals, decorate houses for old people and lecture to youth clubs—all in their spare time.

British Debating Team Concludes Indian Tour

The three-man British Student debating team, after concluding a three-month tour of India, Pakistan and Ceylon, passed through Delhi on their way back to Britain.

The leader of the team, Mr. Colin Jackson, revealed that a debating team from India is likely to visit Britain next year, paving the way for future interchange between the students of the two countries.

Sponsored by the National Union of Students, the British team participated in a number of debates arranged at various Universities in the provinces and States of India. Members of the team were very much impressed with the debating standards of Indian students.

"Boarding Schools" for Grandparents

Grandparents may go back to boarding school under new developments in adult education being carried out in

Britain by Essex County Council. The aim is to provide "boarding schools" where adults can live and study for short courses on various subjects.

For this purpose large houses in different parts of the county are to be converted into "residential centres". These residential adult centres will, in the first instance, afford short courses of two weeks, one week, or even weekends in a wide variety of subjects.

Whole families—even grandparents—will be able to stay at the centres to study social, cultural and recreational subjects, and present indications are that they will be in great demand.

Britain's first aluminium schools opened

Schools with buildings of aluminium are being constructed in Britain. The first three such schools have been opened in Bristol. They have been constructed by the Bristol Aeroplane Company pro-

ducers of the world famous Bristol aircraft, who are thus turning their war-time experience of building in aluminium to a peace-time use. Already they have on their books orders for 192 more aluminium schools to be built in Britain.

The Bristol schools were constructed in nine months. Because of Britain's great school building programme, prefabrication of many kinds is being used to speed up construction. Building in aluminium is one of the methods devised by builders and engineers.

CHICAGO

Coronet Releases five new Instructional Films viz.

You and Your Work, The Cell—Structural Unit of Life, Cleanliness and Health, Measurement of Electricity, Principles of Scale Drawing.

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MADRAS-2.

HERE & THERE IN INDIA SERIES

By
C. A. PARKHURST

Translated into South Indian Languages.

Tamil:	Tamil Country	As. 6
	Madras, The City by the Sea	„ 3
	Benares, The Holy City	„ 3
Telugu:	Tamil Country	„ 5
	Telugu Country	4/6
Kanarese:	Bombay—"The Gateway of India"	„
	Picturesque Mysore	„
Malayalam:	Travancore, The Land of Canals and Palms	„
	Cochin, Malabar and The Nilgiris	„

In the Press.

FROM OUR ASSOCIATIONS

MADRAS

A course of five lectures on Social Studies was arranged by the Madras Teachers' Guild for the benefit of teachers handling Social Studies in schools. The object of the course was to take stock of what the teacher of Social Studies has done so far in the matter of teaching that new subject and to improve the method of teaching it in the light of problems and difficulties experienced so far by the teacher.

Sri R. Narasimhalu, District Educational Officer inaugurated the series on 2nd March 1949 in Chintadripet High School. Dr. (Miss) M. Cornelius, delivered the first lecture on "The Problems and Methods in Teaching Social Studies" on the same day.

The other lectures were :—

"The Teacher of Social Studies and his/her Equipment" by Dr. (Miss) M. Forrester, on 4th March 1949.

"Social Activities—Types—Plan and Organisation" by Sri P. Doraikannoo Mudaliar, on 7th March 1949.

"An Examen of Social Training" by Sri G. Sundaram Iyer on 10th March 1949.

"Testing and Assessing Social Abilities in Schools" by Dr. Johnson, on 14th March 1949.

141 teachers were deputed by 25 institutions in the city. Almost all the teachers attended the full course of lectures. Certificates of attendance were distributed by the District Educational Officer, on 22nd March '49 in Chintadripet High School. A pleasant Social was held for the teachers who attended the course. The United States Information Services exhibited two interesting educational films, one on "The School" and the other on "The Better To-Morrow" at 7 p.m. on 22nd March.

Sri M. P. Rajagopal, Secretary thanked the teachers for having attended the course of lectures, the United States Information Services for having kindly exhibited the interesting films and the

authorities of the Chintadripet High School for having kindly allowed the lectures to be held in the premises of the School.

The First Annual Teachers' Sports was conducted by the Madras Teachers' Guild on Saturday the 9th April at Wesley High School Grounds starting from 4 p.m. Many schools both boys' and girls' schools participated in the sports. Mr. A. K. Singh, Vice Principal and Mrs. R. P. Joseph, Lecturer in Y.M.C.A. College organised some interesting sports in which teachers of both the sexes and of varying ages took part. Sri R. S. Govindarajan was in charge of Men Teachers' sports and Miss M. Selva Bai and Miss N. Padmavathi were in charge of Women Teachers' sports.

Sri P. Doraikannoo Mudaliar, President of the Guild, welcomed Mrs. G. Parthasarathy and the other guests. Sri R. S. Govindarajan and Miss M. Selva Bai presented the reports of the Men and Women Teachers' Tournaments held recently, respectively. Mrs. G. Parthasarathi, Principal, Ethiraj College for Women, distributed the shields and prizes to the winners and runners-up in the various tournaments and sports. The lecturer congratulated the teachers on their participation in the sports and for having played the tournaments successfully and stressed upon the need for paying more attention to Physical Education to boys and girls in schools. She also endorsed the move of the Government in trying to make Physical Education a compulsory subject from promotion point of view in schools.

Mr. Lobo, President of M.S.A.A., and Sri R. Narasimhalu, the District Educational officer were among those present.

Mr. M. P. Rajagopal, the Secretary of the Guild, proposed a vote of thanks.

RAMNAD

The half-yearly Conference of the Ramnad District Teachers' Guild was held in the N.S.M.V.P.S. High School,

Devakottai on Sunday the 13th February 1949 and was attended by nearly 125 delegates representing 27 teachers' associations.

Sri A. Rama Ayyar, Principal, National College, Tiruchirapalli, presided. Sri AL A. R. V. Somanathan Chettiar, Chairman, Municipal Council, Devakottai hoisted the Union Flag.

Sri A. Gopala Ayyar, District Educational Officer, Ramnad, declared the conference open. He said that education was not only a preparation for life, but life itself. He appealed to the delegates to give their whole hearted support to the New Secondary Education scheme, to equip themselves in the best manner possible and make the reorganised scheme a complete success.

Sri A. Rama Ayyar, in the course of his presidential address attributed the present day low standard of education in the High School and College stages to the lack of good foundation in the elementary stage. Stressing the importance of mother-tongue in standards 1 to 5, he said that care should be taken to teach the mother-tongue in the modern spoken language, and not in the Pandit's language if the students were to understand the subject thoroughly. Clear exposition and purity of style were possible only if the medium of instruction was one's own mother-tongue. Continuing he said that the teaching of English should be entrusted only to those who were specially qualified. He congratulated the Madras Government on their decision to commence teaching of English from Form II.

The Minister for Education in his message stated:—

"We teachers have a right to make representations to Government and to the Public to raise our status. But this in its turn must be accompanied by our following those great and high ideals for which the great teachers in India have always been famous. Devotion to our duty, devotion to the children and to God and country and above all continuous and devoted work must characterize all our actions. That in the long run will enhance the

prestige of our profession and get us the great treatment which we deserve."

I must thank the teaching profession for the co-operation they have given in putting the recent reorganisation scheme into practice, but this is only the beginning. We must equip ourselves in the highest manner possible so that this reorganisation may be made to give its fullest benefit to the child.

I wish the conference all success."

Sri K. N. Rengaratna Sastri, personal Assistant to the District Educational Officer, Tiruchirapalli, next addressed conference on "Craft and its correlation with other school subjects in the New Secondary Education Scheme". He explained with numerous illustrations how the various school subjects could be correlated with craft.

There was a symposium on the Secondary Education Reorganisation Scheme. Sri K. R. Srinivasa Ayyar, Headmaster, S. M. S. Vidyalaya, Karaikudi initiated the discussion. Messrs. Rama Ayyar, Headmaster, Nattarasankottai High School, C. Viswasam of De Britto High School, Devakottai, S. Dharmarajan of Sivaganga and B. S. Ganesh Ayyar, of Karaikudi participated.

The President Sri A. Rama Ayyar, in his concluding address referred to the importance of environment in children's education, and the duty of parents in giving proper training to their children at home. He concluded by saying that only the right type of men should take up to the teaching profession and the Government should see to it that the profession was made attractive.

Sri S. S. Narayanaswami, Secretary, proposed a hearty vote of thanks.

The following are some of the Resolutions passed

1. Resolved that the Silver Jubilee of the guild should be celebrated in a fitting manner and a sub-committee consisting of eleven members with power to co-opt be formed to make the necessary arrangements.

2. Consequent upon Wood work, Weaving, Agriculture and Home Science alone being recognised as approved Basic crafts in the Reorganized Scheme, in view of the hardship caused to the existing craft-teachers not qualified to handle any one of these approved Basic crafts, it is resolved to request the Government to permit qualified Manual Training Instructors to appear as private candidates for the Government Examination in any one of the approved Basic crafts, without their having to undergo training in the craft in any recognised institution.

3. This guild requests the Government to conduct a citizenship training course in Ramnad District next time, with a view to provide facilities for all intending teachers to get trained in citizenship.

4. This guild requests the Government to give immediate effect to the recommendations of the Central Pay Commission in the matter of the scales of salaries and allowances for educational services, irrespective of agencies. This guild requests the Government to pass early orders sanctioning the payment of D. A. to all teachers under all agencies at the recently enhanced Central Government rates.

5. This guild requests the Government to fix the age of retirement of all teachers under private and public management as 60, as has been done recently in the case of Central Government Employees.

6. This guild deems it its duty to invite the attention of the Government to the fact that though many aided schools have adopted the Government scales of pay, it is a pity that schools under local bodies have not been enabled to do so and it requests the Government to take immediate measures to arrange for the payment of the Government scales of pay to all teachers under all local bodies, with retrospective effect from 1-1-1947.

7. In view of the fact that it is more difficult to get convenient residential quarters even in villages than in towns, this guild requests the Government to

sanction the payment of a suitable house-rent allowance to all teachers under all agencies, in all places, rural or urban.

8. This guild is firmly of opinion that the revised form of contract between teachers and managements in aided secondary schools does not afford any protection to good teachers from bad managements and therefore it appeals to the Government to take immediate steps to introduce in the Madras Legislature, the necessary legislation for the stabilisation of the service conditions and tenure of teachers in non-Government Schools. Pending passage of such a comprehensive Service Conditions Bill, the guild urges on the Government the need for the formation immediately, of arbitration tribunals in each district, consisting of the District Educational Officer, one representative of the management and one representative of the District Teachers' Guild, to deal with questions affecting the service tenure of teachers in aided schools.

9. This meeting of the Ramnad District Teachers' Guild authorizes the Secretary of the guild to invite the South India Teachers' Union to hold the 40th Madras Provincial Educational Conference in the Ramnad District in May 1950.

NELLORE

Under the auspices of V. R. College High School Teachers' Association, a citizenship Training Refresher course was conducted by Sri K. S. Sundararaja Rao M.A., B.T. of V.R. High School and Sri Y. Vittal Rao, M.A. B.ED. of St. Peter's High School, Nellore, who were the officers in-charge of the course on 26th, 27th and 28th of February. Nearly 50 teachers from the several schools in the district attended the course.

Sri A. Padmanabha Reddi, B.A., L.T. the Divisional Inspector of Schools, Anantapur inaugurated the course after hoisting the Flag in the morning of the 26th and the delegates were welcomed by Sri C. Y. Narasimha Rao, B.A., L.T. Headmaster, V. R. High School. Sri

B. Lakshminarayana Sastry, M.A., L.T. the District Educational Officer, Nellore presided on the occasion. He took a keen interest in the course and exhorted the campers to consider the reorganised syllabus for putting it into the operation effectively.

SALEM

At the meeting of the General Body of the Salem District Teachers' Guild held on 26-2-49 at 5 p.m. in the Conference hall, Board High School, Rasipuram, with Sri C. Venkatesan, President presiding.

The following office-bearers were elected.

President : Sri A. Sambasivam, Tamil Pandit B. H. S., Namakkal.

Vice-Presidents : T. S. Muniswami, B. H. S., Attur.

Sri D. V. Subbarayalu Naidu, Bd. Ele. School, Besinaickenpatti.

Secretary : Sri S. K. Subramanian Chettiar, B. H. S., Dharmapuri.

Joint Secretary : P. Subbu, Panchayat Elementary School, Perumapatti, Namakkal Taluk.

Member to the S.I.T.U. Executive Committee for 1949-50 (From June 1949) : Sri K. Subramaniyam Chettiar, B. H. S., Dharmapuri.

The following are some of the resolutions passed.

1. ஆசிரியர்களின் பிராவிடெண்டு பண்டு போன்ஸ் (Provident Fund Bonus) ரூபாய்க்கு ஒரு அனுவிலிருந்து இரண்டு அனுவிற்கு மாற்றுமாறு இம்மகாநாடு நாட்டான்மைக்கழகத்தைக் கேட்டுக்கொள்ளுகிறது.

2. ஆசிரியர்கள் அரசாங்க உத்தியோகங்களுக்குப் போகவேண்டுமென்று விரும்பினால் அவர்களுடைய விண்ணப்பங்களை யாதொரு தடையும் செய்யாமல் அனுப்புமாறு கேட்டுக்கொள்ளுகிறது.

3. Probation முடிவுசெய்த ஆசிரியர்களை Provident Fund திட்டத்தில் சேர்த்துக் கொள்ளுமாறு இம்மகாநாடு கேட்டுக்கொள்ளுகிறது.

4. பள்ளிகளிலிருந்து உல்லாசப் பிரமாணம் செய்யும்போது ஒற்படும் செலவை ஜில்லா போர்டார் ஏற்றுக்கொள்ள வேணுமாய்க் கேட்டுக் கொள்ளுகிறது.

5. தமிழரியர்கள் ஊதியம் சம்பந்தமாக முடிவான அறிக்கையை வெளியிடாமல் வாளொரு அறிக்கையாக வெளியிடுவதை விடுத்து விலையான வேறுபாடற்ற யாவருக்கும் பயன்படக்கூடிய ஊதியத்திட்டத்தை விரைவில் வெளியிடவேண்டுமாய் இம்மகாநாடு அரசாங்கத்தாரர்க் கேட்டுக்கொள்ளுகிறது.

6. மத்திய அரசாங்க ஊழியர்களுக்கு சம்பளமும், பஞ்சப்படியும் கொடுப்பது போல எல்லா ஆசிரியர்களுக்கும் கொடுக்குமாறு அரசாங்கத்தாரர் இம்மகாநாடு கேட்டுக் கொள்ளுகிறது.

7. சர்க்கார் ஸ்தல ஸ்தாபனம், மாண்ணுமெண்டு இவைகளில் வேலை செய்யும் ஆசிரியர்களுக்குள் யாதொரு பாகுபாடுமின்றி சம்பளம், படி, விடுமுறை ஆகிய எல்லா சலுகைகளையும் அளிக்குமாறு அரசாங்கத்தாரர்க் கேட்டுக்கொள்ளுகிறது.

8. சர்க்கார் ஸ்தல ஸ்தாபன ஆசிரியர்கள் பெறுவதைப்போல வீட்டு வாடகை அலவன்கை மற்ற எல்லா இடங்களிலும் மூள்ள ஆசிரியர்களுக்கும் கொடுக்கவேண்டுமாய் இம்மகாநாடு கேட்டுக்கொள்ளுகிறது.

9. சர்க்கார் ஸ்தல ஸ்தாபனங்களில் உள்ள ஆரம்பப் பள்ளிகளில் வேலை செய்யும் தலைமை ஆசிரியர்களுக்கு அளித்துவரும் Duty Allowance-ஐ மாண்ணுமெண்டு ஆரம்பப் பள்ளிகளில் வேலைசெய்யும் தலைமை ஆசிரியர்களுக்கும் அளிக்குமாறு கேட்டுக் கொள்ளுகிறது.

10. ஸ்தல ஸ்தாபனத்தில் உயர்விலை பள்ளிகளிலும், ஆரம்பப் பள்ளிகளிலும் வேலைசெய்யும் செகன்டரிக்ரேடு ஆசிரியர்களுக்கு ஒரே சம்பள விகிதத்தைக் கொடுக்குமாறு இம்மகாநாடு கேட்டுக்கொள்ளுகிறது.

11. பள்ளி மாணவர்கள் உல்லாசப் பிரயாணம் செய்வதற்கு இரயிலில் போகக் குறைந்த கட்டணச்சலுக்க

அ விக்குமாறு அரசாங்கத்தாலைக் கேட்டுக்கொள்ளுகிறது...

12. ஆசிரியர்களுடைய பிள்ளைகளுக்கும் இதர பள்ளிக்கூட சிப்பந்திகளின் பிள்ளைகளுக்கும் இலவசக்கல்வி போதிக்க அனுமதி அளிக்குமாறு இம்மகாநாடு கேட்டுக்கொள்ளுகிறது.

13. பள்ளிக்கூட ரிக்கார்டுகளில் மாணவர்களின் ஜாதிப்பிரிவைக் காட்டக்கூடிய சொற்களை உபயோகப்படுத்தக்கூடாது என்று உத்திரவு பிறப்பிக்குமாறு இம்மகாநாடு கேட்டுக்கொள்ளுகிறது.

14. ஆசிரியர்கள் தங்கள் தொழிலுக்கு குந்தகமின்றி ஏதாவது துணைத்தொழில் செய்ய விரும்பினால் அதற்கு அனுமதியளிக்குமாறு இம்மகாநாடு கேட்டுக்கொள்ளுகிறது.

ANANTAPUR

The 18th Annual Conference and General Body Meeting of the Anantapur District Teachers' Guild was held on the 9th of April 1949, under the presidentship of Sri S. Balakrishna Joshi, B.A., L.T., Head Master, Hindu Theological High School, Madras, in the Municipal High School, Anantapur. Delegates from all over the District were present.

Sri T. S. Rajagopala Aiyar, B.A., L.T., Head Master of the local Municipal High School, welcomed the delegates. Sri Kallur Subba Rao, M.L.A., opening the Conference, pointed out how every one felt the need for a change in the objectives and system of education. He appealed to the teachers to work the reorganised scheme for some years earnestly and then suggest the modifications necessary in the light of their experience. The reorganised scheme was not the creation of Sri Avinashilingam Chettiar alone, but the product of the discussions of acknowledged experts in education.

Sri Joshi, in his Presidential Address dealt at length on the Reorganised Scheme of Secondary Education and pointed out its salient features in the light of the experience gained after

working the scheme for a whole year. He laid emphasis on the need to hasten slowly and to guard against the temptation of mechanically transplanting principles and practices in vogue elsewhere. Speaking about languages, he said that much had not been done to inculcate the love of the mother tongue in the pupils, except giving it the pride of place in the S. S. L. C. Public Examination. English continued to occupy far too important a place and the syllabus was very ambitious. The standard of proficiency expected in the foreign language was not necessary for the ordinary citizen of future India.

There was scope for a good deal of improvement in the organisation of "Social Studies" and Citizenship. Chronology was lost sight of and there was very little of the history of our own Motherland. Activities had to be organised on a concerted plan and carried on with sustained interest throughout the year as occasions arose. But the attempt to devise an activity for every lesson would be making the work unnatural and was not feasible.

There was a discussion on the "Reorganised Scheme" and several teachers participated in it. After passing resolutions and electing the Office Bearers for the next year, the Conference terminated. The Municipal High School and Sri Sai Baba High School Teachers' Associations entertained the Delegates to a dinner and there was a drama at night. The following were elected Office Bearers for the coming year.

President :—Sri T. S. Rajagopalayyar, Headmaster, Municipal High School, Anantapur.

Vice-President :—Sri K. Krishna Rao, Headmaster, Board High School, Uravakonda.

Secretary :—Sri V. Koprasa Char, L. M. High School, Gooty.

Asst. Secretary :—D. Sambasiva Rao, M. H. School, Anantapur.

Auditor :—Sri T. Chidambaraiah, M.H. School, Tadpatri.

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OUR BOOK-SHELF

Stories from India, Books I and II. (Oxford University Press.) Price 6 As. & 7 As. respectively.

These two books of 30 and 35 pages each contain short tales current among the tribal people of Central India, viz: Gonds, Baigas and Murias, and adapted from Varrier Elwin's Folk-tales of Mahakoshal. In the style and length of stories and in the illustration, type and get up, the books are intended for children of I and II Forms of Indian Schools.

The Teaching of Civics: by Prof. L. B. Harolikar. (Padma Publications, Ltd., Bombay). Price Re. 1-12-0.

Just suitable for secondary grade teachers under training. The student will find a logical and full account of civics, sufficient to whet his appetite for more, and with ample references to satisfy it.

Educational Psychology: by Gondhalakar and Dechpande (Distane Brothers' Home Service, Ltd. Poona 2.) Price 12 annas.

In about 48 pages the book deals with elementary principles of Education and Psychology as required in the Bombay syllabus of Secondary Teachers' Certificate. It may be equally useful for Secondary Grade teachers under training in the Province of Madras.

Hand book of Education: by Gondhalakar and Deshpande (Distane Brothers' Home Service, Ltd., Poona-2.) Price Rs. 3.

The book, in its 200 pages, is divided into five parts—Educational Psychology, General Methods, School Organisation

and Hygiene, Education, Plan of lesson notes (on English, Mathematics, Geography, History and Science) and Questions. It will be useful to students under training who after a course of general reading in education desire to retain and revive their information and impressions and it is primarily intended for Bombay S.T.C. examination. It will be found equally useful for Secondary Grade teachers' training in Madras.

Annual Report for 1947-48: (A.R.C. Girls' High School, Muthialpet.)

The report presented at the anniversary and prize distribution presided over by Dr. V. K. John, M.L.C. has the following features:—

1. The strength of the school rose from 108 to 195;
2. The medium of instruction is Tamil and the optionals provided are Music, History and Mathematics;
3. Participation in the celebration of the Education Week; and
4. Fee concessions amounted to Rs. 2,143-8-0 and the management had to raise a loan of Rs. 6,000 during 1946-47 and 1947-48 to meet the establishment charges.

Further Research Projects in Education: (at the University of Allahabad.)

This periodical bulletin issued by Dr. P. S. Naidu, Head of the Education Department of the Allahabad University, contains the following studies in research:—

1. Significant errors of the Testees in Kohs Block Design Test by S. N. Tripathi, M.A., M.ED.;

2. The Montessori Method and Gestalt Psychology by (Mrs.) Leelavati M. Rao, M.A., M.ED.; and

3. Errors in English by Murtaza Ali Khan, M.A., M.ED.

Magazines and Periodicals Received:

We thankfully acknowledge receipt of the following publications:

1. Anderson High School Annual, volume 2, containing interesting articles in English and Tamil and photo illustrations bearing on school activities in the reorganised scheme of education.

2. Educational Statistics, Indian States, Part I for 1945-46. The statistical information about Education in

Indian States relates to twenty-five states only.

3. Record Book of Social and Citizenship Activities, used in the Board High School, Polur, North Arcot District.

4. The Hindu Theological High School Magazine, Volume XVIII No. 2, April 1949, contains contributions by pupils in Tamil, Telugu, Sanskrit and English and photographs of school activities. The events of the school life are brought up to 12-4-1949, the date of closing of the school for summer vacation.

5. Annual Report for 1948 of the Karnataka Secondary Teachers' Association, Hubli.

C.R.

(Continued from Page 198)

Executive Committee Members—Sri T. Bheemasena Rao, B. H. School, Kalyandrug. Sri J. S. Bheemasena Rao, Sri Sai Baba H. S., Anantapur.

Representative on the Executive of S.I.T.U.—Sri T. R. Krishnayya, B. H. School, Uravakonda.

CHITTOOR

Quarterly Conference 9-4-1949

"The problem of Adult Education is a difficult and thorny problem that has to be faced with courage and faith by the supply of fulltimed and welltrained workers endowed with missionary fervour and selfless spirit" said Janab M. A. Azeem M.A., LL.B., Dt. Judge, Chittoor, presiding over the inaugural session of the quarterly conference of the town Secondary and Training School Teachers' Association, at 8-30 a.m. on 9-4-1949 at the B H.S., Chittoor.

Mr. K. Natesa Iyer, welcomed the guests.

Mr. J. Daniel, who addressed the gathering on 'Adult Education' first pointed out the immensity of the problem, the difficulties to be overcome and the main principles underlying the methods to be adopted. He said "understand the psychology of the adult and adopt such methods as will attract him and fill him with hope and cheer, give ideas first before you give symbols; adopt your teaching to the different mental ages and social levels of your adult pupils, have a good and welltrained staff quite adequate in number, wean away your adult from bad habits like drinking and gambling by your attractive teaching and a firm faith and prayer to God; do not lose hope by the slow progress or irregularity of your pupils, but keep your cheer and persevere. 'Let each one teach one' and the problem of adult education can be solved. Aim not merely at instruction but education and culture of the adults that go to you.

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Sole Selling-Agents for the Madras Presidency :—

The Christian Literature Society for India, Park Town, Madras.

THE SOUTH INDIA TEACHERS' UNION

ANNUAL REPORT

The Executive Board of the South India Teachers' Union has great pleasure in presenting the 40th Annual Report of the working of the Union for the period 1st April 1948 to 31st March 1949.

Strength: Guilds

There were 21 District Guilds affiliated to the Union. Of these Cuddapah and Bellary are in arrears. The South Arcot and Chingleput District Teachers' Guilds were re-affiliated in the course of the year.

Associations

There were 23 associations directly affiliated to the Union. It is a matter for regret that as many as ten associations were in arrears.

Office-Bearers :

At the Annual General Body Meeting held on 15th May 1948 at the Lawley Hall, Tiruchirapalli, the following were elected Office bearers :

President :

Sri M. S. Sabhesan, M.A.

Vice-Presidents :

(1) Sri A. Rama Iyer, M.A.

(2) Sri A. Satyanarayana, B.A., B. Ed.

Secretary :

Sri S. Natarajan, B.A., L.T.

Joint Secretary :

Sri G. Krishnamurthi.

Treasurer :

Sri V. Arunajatai, M.A., M. Ed.

The Working Committee elected Sri C. Ranganatha Ayyengar, M.A., L.T., as Journal Secretary and Sri G. Srinivasachari as additional Journal Secretary.

At the meeting of the Executive Board held on 12th March 1949 Sri M. S. Sabhesan tendered his resignation of his Office of President of the Union for reasons of health. The Executive Board reluctantly accepted his resignation and elected Sri S. Natarajan as

President and Sri V. Arunajatai as Secretary in addition to his duties as Treasurer.

Sri M. S. Sabhesan :

Sri M. S. Sabhesan may rightly be called the Maker of the Union. His association with the Union marked a new and dynamic change in the programme of the Union. Sri M. S. Sabhesan served the Union as Secretary for nearly 17 years (1923-1940) and then as President till his retirement in March 1949. During this period, District Guilds were established in practically all districts. He has toured all over the Province and addressed most of our associations. His constant advocacy for the improvement of the salaries and service conditions of teachers helped to secure sufficient public attention to the teachers' cause. His keen desire to see teaching raised to the status of a profession enabled him to place before the teachers the high ideals of this noble profession.

It is difficult to express adequately what the Members of the Union owe to Sri M. S. Sabhesan. His health has become poor and is causing anxiety. It is our earnest prayer, that he may soon be restored to good health and that the Union may have his wise guidance for many years to come.

The Executive Board :

The Board met four times during the year (18th May 1948, 3rd July 1948, 27th November 1948 and 12th March 1949). The chief items of business transacted were :—

1. Salary and allowances and weightage for teachers.
2. The scheme of re-organisation of education at work.
3. Amendments to the Rules of the Union.
4. The 18th South Indian Education Week.

5. Arrangements for the 89th Provincial Educational Conference.

6. Children's Art and Book Week and Exhibition.

The Working Committee:

The Working Committee of the Union met thrice during the year (on 3rd April 1948, 3rd July 1948 and 12th March 1949).

The 39th Madras Provincial Educational Conference:

The Conference was held at Tiruchirappalli from 18th to 15th May 1948. Sri M. S. Sundaram, M.A., B.Litt., Deputy Secretary, Government of India, Ministry of Education, opened the Conference. Sri R. Suryanarayana Rao, B.A., M.L.C., presided over the Conference. A very large number of delegates (about 400) attended the Conference. The following were the topics for discussion at the Conference :

1. Discipline in Schools and Colleges.
2. Teachers and Public Relation.
3. Teacher-Training and Supply.
4. Education in Free India.

Resolutions touching teachers' salaries and allowances, weightage, remuneration to examiners, publication of text-books, etc., were passed. The resolutions were communicated to the authorities.

All-India Educational Conference:

The 24th All-India Educational Conference was held in Mysore from 29th to 31st December 1948. Sir A. Rama-swamy Mudaliar, Dewan of Mysore, presided over the Conference. Messrs. A. Rama Iyer, S. Natarajan, C. Ranganatha Aiyengar, and A. Satyanarayana attended the Conference. Many resolutions were passed at the Conference. A resolution on Free Education to Teachers' Children was moved from the Chair.

Propaganda:

1. Mr. M. S. Sabhesan presided over the All-Travancore Private Secondary School Teachers' Association Conference at Kottayam in December 1948.

2. Mr. S. Natarajan presided over the Tiruchendur Taluk Board Elementary School Teachers' Union Conference at Arumuganeri in November 1948.

3. Mr. C. Ranganatha Aiyengar toured the Districts of Chingleput and Cuddapah on propaganda for the S.I.T.U., and the S.I.T.U., Protection Fund and revived the District Guilds of both the districts.

4. Mr. G Krishnamurthi toured in the South Arcot District and revived the District Guild of that District.

Education Week :

The 18th South Indian Education Week was observed from 18th to 24th October 1948. A Central Education Week Committee was constituted and Mr. M. S. Sabhesan, President of the S.I.T.U., was elected Chairman. The Central Theme for discussion was "Social Activities and School Life". Reports of observance of the Week were received from several places. It is a matter for regret that Associations are not evincing the same enthusiasm in the observance of Education Week as they did some years ago. The Executive Board desires to impress that Education Week affords a great opportunity for effective publicity in regard to the work of schools and for a correct appreciation of the work of teachers by the public and it hopes that in the coming year there will be greater enthusiasm.

The Work of the Union

Several representations were made to the authorities on many problems connected with Salaries, Allowances and Service Conditions. The question of granting 4 advance increments to teachers in the employ of Local Bodies, the adoption of Government Scales by Local Bodies, improvement in the Salary Scales of Secondary Grade Teachers, Pandits, Hindi Teachers, Physical Education Teachers, Manual Training Instructors, Art-masters, etc., and the revision of the basis of grant to Aided Training Schools were some of the issues on which representations were made to the authorities.

The Union also associated itself with the following Conferences: The Second Indian Conference of Social Work, Adult Education Workers Conference and the Second All-India Child Education Conference.

The Union, organised a Children's Art and Book Week with the object of focussing the attention of all concerned on suitable books for children and the publication of right kind of Juvenile Literature.

An Exhibition Committee constituted for the purpose made a careful selection of the many books that were offered for Exhibition and the books selected were displayed under different sections and classified to suit different age levels. The Executive of the Union is very thankful to the Members of the Committee and particularly to Mr. F P.D. Penning, who was in charge of the book selection and to Miss. Hellier who was in charge of the Art Section. The Board also expresses its thanks to the authorities of the Christian College High School, for their valuable help in the organisation of the Exhibition. Over 7000 students visited the Exhibition. The Hon'ble Sri T. S. Avinashilingam Chettiar, Minister for Education, opened the Children's Art and Book Week. There was a programme of lectures on Art in Education and Library Service for Children.

An Essay Competition open to the Student Visitors of the Art and Book Exhibition was organised and the Executive Board is thankful to Messrs. Oxford University Press, Madras for their generous offer of Books to be awarded as prizes for the best essays.

An investigation on Children's reading habits has been undertaken and a Committee is at work. Its report is expected early in July.

The G. O. on Private Tuition

The Executive Board was asked to express its opinion on the G. O. regulating Private Tuition. After a careful consideration of the G. O. the following opinion was expressed: "In the recently introduced form of agreement between teachers and managements there is suffi-

cient safeguard against indiscriminate private tuitions. The rules governing the conduct of employees by local bodies and government are comprehensive enough to prevent teachers in their employ from misusing private tuitions. It is therefore considered not advisable to issue any specific order outlining any scheme of regulated private tuition".

The Journals:

The South Indian Teacher and The Balar Kalvi were published regularly during the year. The increasing cost of production is causing not a little anxiety to the Executive Board. The Board appeals to all the Associations and members to extend their support to the Journals. It will also be of help if, while exercising their patronage, members would consider the support to be given to the Journals.

The Journals are of very great help in mobilising teachers' opinion on educational questions and also in presenting to the public the many problems of teachers and schools. Teachers, we trust, will make greater use of the pages of the Journals. The Board records its appreciation of the valuable services rendered by Sri C. Ranganatha Aiyengar, Journal Secretary and Sri G. Srinivasachari, the Additional Journal Secretary.

Finance:

The audited statements of accounts appended herewith will show the urgent need for augmenting the finances of the Union and of the Journals. The work of the Union is greatly hampered by lack of funds. The Executive Board, after consulting the District Guilds has decided to recommend to the General Body a revision of the rates of affiliation fee. The enhancement considered from the point of view of each individual member or association or guild is not much, but it will be sufficient to enable the Union to carry on its work more effectively.

Our Affiliated Guilds:

It is satisfactory to note that most of the Guilds have had their Annual

THE SOUTH INDIAN TEACHER

Meetings and Conferences, Refresher Courses and Teachers' Camps were organised in many districts.

The S. I. T. U. Protection Fund, Ltd.:

The total assets of the Fund as on 31-12-1948 amounted to Rs. 6,02,804 as against Rs 5,12,750 on 31st December 1947. An amount of Rs. 617.11-9 was contributed to the S. I. T. U. Profession Trust Fund. The total number of policies as on 31-12-1948 was 3,086 with 6,835 units as against 2,767 policies with 6,036 units on 31-12-1947.

The S. I. T. U. Profession Trust Fund:

The total expenditure for the year ended 31st December 1948 was Rs. 574 6-0. The total asset of the Fund on that date was Rs. 2,890-11-0.

Conclusion:

Though the year has passed the problems we had to face during the year yet remain unsolved. The ever increasing cost of living has placed the teacher in the same financial difficulty as before. Salaries and allowances do not keep pace with rising price levels. Certain Managements are still to adopt the Government rates of Dearness Allowance. Irregularity in salary scales still exists. The Salary Scales too need a re-examination as in some cases they seem to have no relation to the qualifications of teachers and their responsibilities.

Education has a great headway to make. In the spread of right education lies the greatest strength for our Freedom. Whatever economists and politicians may do, it is the teachers who can help to preserve and cherish the Freedom of this Great Land. On them therefore lies a great responsibility and the Executive Board is confident that the Teachers of this Province would do their best to serve the cause of True Education. There is at present a great amount of public interest in Education and in Teachers. This interest may wane and even pass into apathy if it is not harnessed and utilised. It is the paramount duty of teachers to help in the shaping of our Educational System. To do these, teachers must be well organised. The South India Teachers' Union with its Membership open to all grades of Teachers working under all types of Managements has been consistently striving for an effective recognition of the teachers' role in Education. The Executive Board appeals to all teachers to become active members of the Union and thus help to establish teaching on a sound professional basis.

V. ARUNAJATAI,
Secretary.

20th April, } G. KRISHNAMURTHI,
1949. } Joint Secretary.

25. Nellore : Sri V. S. Venkatanarayana, M.A., B.Ed., St. Peter's High School, Nellore.

26. Ramnad : „ K. A. Vanchi Iyer, B.A., L.T., N. S. M. V. P. S. High School, Devakottai, Ramnad.

27. Salem : „ K. Subramaniam Chettiar, B.A., L.T., Board High School, Dharmapuri.

*28. Tanjore : „ S. Sundaresa Iyer, M.A., L.T., Board High School, Tiruturaipundi.

*29. Tinnevelly : „ Samuel Muthiah, B.A., L.T., Caldwell High School, Tuticorin.

30. Tiruchirapalli : „ R. Bhuvarahan, M.A., L.T., S. M. High School, Woriyur.

31. Vizagapatau : „ A. L. Narayana Rao, B.A., L.T., Board High School, Yellamanchilli.

Co-opted :

32. E. Godavari : „ C. B. Jagannatha Rao, M.A., P. R. C. High School, Cocanada.

33. W. Godavari : „ R. Bhaskara Ramamurthy, B.A., B.Ed., Taylor H. S., Narasapur.

34. Guntur : „ T. S. Narayananamurthi, B.A., L.T., Taluk High School, Tenali.

THE SOUTH INDIA TEACHERS' UNION

Presidents and Secretaries of District Teachers' Guilds.

Dt. Guild.	President.	Secretary.
1. Anantapur :	Mr. T. S. Rajagopala Iyer, Municipal H.S., Anantapur.	Sri V. Koprasachar, London Mission H. S., Gooty.
2. North Arcot :	Mr. S. Natesa Iyer, Board High School, Polur.	Sri S. Sundaramurthy, Board High School, Polur.
3. South Arcot :	...	Sri C. S. Ranganatha Iyengar, R. C. T. High School, Chidambaram.
4. Bellary :	Mr. B. Madhava Rao, Municipal High School, Bellary.	Sri G. D. Chithra Sekbar, Wardlaw High School, Bellary.
5. Chingleput :	Mr. W. Viraraghavachariar, St. Joseph's H. S., Chingleput.	Mr. Simpson Rajarathnam, St. Columba's High School, Chingleput.
6. Chittoor :	Mrs. S. W. Zwemer, Sherman Girls' H. S., Chittoor.	Mr. C. L. Sripada Rao, B. S. Kannan High School, Chittoor.
7. Coimbatore :	Mr. K. M. Ramaswamy, D. J. High School, Gobichettipalayam.	Mr. S. Ramaswamy Naidu, Swathantra H. S. Vaiyam-palayam, Idigrai P.O.

THE SOUTH INDIAN TEACHER.

8. South Kanara:	Rev. Fr. W. F. Siqueira, S. J., St. Aloysius H. S., Mangalore.	Mr. U. Srinivasa Kini, Canara H. S., Kodiyalbail P.O.
9. Kistna:	Mr. N. D. Joseph, Board High School, Pamarru.	Mr. A. V. Raghaviah, Board High School, Pamarru.
10. Kurnool:	Mr. D. N. Babu Rao, Coles High School, Kurnool.	Mr. K. N. Pasupathi, Municipal High School, Kurnool.
11. Madras:	Mr. P. Doraikannoo Mudaliar, Chintadripet H. S., Madras-2.	Mr. M. P. Rajagopal, Sir M. Ct. M. C. High School, Vepery.
		Mr. M. Vivekananda, Progressive Union H.S., G.T. Madras.
12. Mathurai:	Mr. V. Kumaraswamy, Sourashtra High School, Mathurai.	Mr. V. Aravamunda Iyengar, 51-A, West Avanimula St., Mathurai.
13. Malabar:	Mr. E. Raman Menon, Rajah's High School, Kottakal.	Mr. K. P. Bhaskara Menon, Ganpat H. S., Calicut.
14. Nellore:	Mr. M. S. Raghavan, V. R. College, Nellore.	Mr. V. S. Venkatanarayana, St. Peter's H. S., Nellore.
15. Ramnad:	Mr. K. A. Vanchi Iyer, N. S. M. V. P. S. High School, Devakottai.	Mr. S. S. Narayanaswamy, N.S.M.V.P.S. High School, Devakottai.
16. Salem:	Mr. A. Sambasivam, Tamil Pandit, Board High School, Namakkal.	Mr. K. Subramaniam Chettiar, Board H. S., Dharmapuri.
17. Tanjore:	Mr. N. S. Krishnamurthi Iyer, Municipal H. S., Mayavaram.	Mr. S. Balasubramanian, National H. S., Negapatam.
18. Tinnevelly:	Mr. E. H. Parameswaran, Thirthapathi H. S., Ambasamudram.	Mr. H. Visweswaran, Thirthapathi H. S., Ambasamudram.
19. Tiruchirapalli:	Mr. A. Rama Iyer, M. A. National College, Tiruchirapalli.	Mr. R. Bhuvarahan, S. M. High School, Woriyur.
20. Vizagapatam:	Mr. N. R. Raghunathachar, Maharaja's College, Vizianagaram.	Mr. A. L. Narayana Rao, Board H. S., Yellamanchilli.

THE SOUTH INDIA TEACHERS' UNION
Statement of Receipts and Charges for the year ended 31st March 1949

RECEIPTS	Rs. A. P.	CHARGES	Rs. A. P.
Opening Balances:—			
Fixed Deposits with the Madras Teachers' Guild Co-operative Society Ltd. (Earmarked for Silver Jubilee Fund Rs. 1,150, Defence Fund Rs. 100, and Union Fund Rs. 500)	1,750 0 0		
National Savings Certificates (Earmarked for Silver Jubilee Fund) ...	800 0 0		
Indian Bank, Ltd.:			
Current account ...	222 1 4		
Savings Bank account ...	555 5 10		
Cash on hand ...	12 3 7		
Stamps ...	1 12 0		
	8,341 6 9		
Affiliation fee:—			
District Guilds ...	349 8 0		
Teachers' Associations ...	71 8 0		
Individual subscriptions ...	11 4 0		
Certification fee for 1947 ...	313 2 0		
Delegation fee:—			
38th Prov. Educational Conference ...	121 0 0		
39th Prov. Educational Conference ...	98 9 0		
Interest:—			
From Savings Bank account ...	8 11 8		
From Fixed Deposits ...	71 4 0		
Education Week (18th S. I.) ...	46 0 0		
Prof. Sabhesan's Shashthiabdaipurthi Commemoration account ...	152 13 7		
Children's Art and Book Week ...	125 0 0		
Suspense of last year refunded ...	3 0 0		
Suspense from South Indian Teacher ...	125 0 0		
Miscellaneous Receipts:—			
Cost of reporting and Presidential Address ...	209 0 0		
Towards Establishment charges from The South Indian Teacher ...	350 0 0		
The Balai Kalvi ...	65 0 0		
	Total Rs. ...	6,061 8 0	
			Total Rs. ...
			6,061 8 0
Fixed Deposits with the Madras Teachers' Guild Co-operative Society Ltd. (Earmarked for Silver Jubilee Fund Rs. 1,150, for Defence Fund Rs. 100 and Union Fund Rs. 500)	Rs. 1,750 0 0		
National Savings Certificates (Earmarked for Silver Jubilee Fund) ...	800 0 0		
Indian Bank Ltd.:			
Current account ...	538 2 7		
Savings Bank account ...	188 1 6		
Cash on hand ...	28 15 8		
Stamps ...	2 11 3		
Advance with the Joint Secretary ...	15 0 0		
			3,317 15 0

Madras,
19th April, 1949.}

V. ARUNAJATAL,
Secretary and Treasurer.

Examined and found correct.
V. SOUNDARARAJAN & CO.,
Registered Accountants

THE SOUTH INDIAN TEACHER

Statement of Receipts and Charges for the year ended 31st March 1949

RECEIPTS	Rs. a. p.	Rs. a. p.	CHARGES	Rs. a. p.	Rs. a. p.
Opening Balances:			Journal Printing	2,482	3 6
Fixed Deposit with			Paper	1,372	9 0
Madras Teachers'			Salary	350	0 0
Guild Co-operative Society, Ltd.	500 0 0		Postage	246	6 3
Indian Bank, Ltd.:			Contingencies and		
Current account	372 0 0		Stationery	106	14 9
Savings Bank a/c	1,719 8 10		Conveyance charges	44	5 6
Cash on hand	0 11 8		Conveyance allowance		
Stamps	2 13 0		to Journal Secretary	120	0 0
	2,595 1 1		Bank & M. O. commis-		
Subscriptions	2,614 13 10		sion	4	3 0
Advertisements	727 0 0		Mis. Printing charges.	13	8 0
Sale of publications ...	530 2 0		Honorarium to Journal		
Interest:			Secretary	100	0 0
From Bank—S. B. a/c	26 9 5		Travelling allowance.	15	0 0
From Fixed Deposit	15 0 0		Loan repaid	130	0 0
Cost of paper realised			Special envelopes	238	0 0
from Balar Kalvi ...	99 8 0		Closing balances:		
			Fixed Deposit with		
			Madras Teachers'		
			Guild Co-operative		
			Society, Ltd.	500	0 0
			Indian Bank, Ltd.:		
			Current account	4	1 3
			Savings Bank		
			account	595	15 3
			Cash on hand	159	12 3
			Stamps	0	2 9
			With Union	125	0 0
				1,384	15 6
Total ...	6,608	1 6			
				6,608	1 6

BALAR KALVI

Statement of Receipts and Charges for the year ended 31st March 1949

RECEIPTS	Rs. a. p.	Rs. a. p.	CHARGES	Rs. a. p.	Rs. a. p.
Opening Balances:			Journal Printing	821	8 0
Fixed Deposit with			Paper	280	8 0
Madras Teachers'			Salary	65	0 0
Guild Co-operative			Postage	188	7 0
Society, Ltd.	500 0 0		Contingencies and		
Indo-Commercial			Stationery	12	0 0
Bank, Ltd. S. B.			Conveyance charges...	30	14 9
account	248 13 9		Conveyance allowance		
Cash on hand	0 3 9		to Addl. Journal		
Stamps	9 8 9		Secretary	120	0 0
	768 10 8		Mis. Printing charges.	3	8 0
Subscriptions	1,847 10 0		Honorarium to Addl.		
Advertisements	125 0 0		Journal Secretary...	75	0 0
Sale of publications ...	24 15 0		Travelling allowance	15	0 0
Interest:			Bank commission	0	8 0
From Bank—S. B.			Closing Balances:		
account	5 18 9		Fixed Deposit with		
From Fixed Deposit	15 0 0		Madras Teachers'		
			Guild Co-operative		
			Society, Ltd.	500	0 0
			Indo-Commercial		
			Bank Ltd.—S.B. a/c	153	8 6
			Cash on hand	8	9 0
			Stamps	2	9 9
				684	11 3
Total ...	2,277	1 0			
				2,277	1 0

THE XVIII SOUTH INDIAN EDUCATION WEEK

(18th to 28th October 1948)



Statement of Receipts and Charges

RECEIPTS	Rs. A. P.	CHARGES	Rs. A. P.
Donations	... 40 0 0	Postage	... 44 3 3
Sale of Pamphlets	... 5 0 0	Contingencies	... 18 3 9
From Union Funds	... 88 5 6	Conveyance charges	... 2 7 6
		Printing charges	... 68 7 0
Total	... 133 5 6		Total ... 133 5 6

SILVER JUBILEE FUND ACCOUNT

	Rs. A. P.		Rs. A. P.
Balance as on 31st March 1948	... 2,033 15 6	Details:	
Add Interest	... 51 12 0	Fixed Deposits with Madras Teachers' Guild Co-operative Society, Ltd.	... 1,150 0 0
		National Savings Certificates	... 800 0 0
		With the Union	... 185 11 6
Total	... 2,185 11 6		Total ... 2,185 11 6

DEFENCE FUND

Fixed Deposit with the Madras Teachers' Guild Co-operative Society, Ltd. Rs. 100

Madras,
19th April, 1948.}

Examined and found correct.
V. SOUNDARARAJAN & CO.,
Registered Accountants.

V. ARUNAJATAI,
Secretary and Treasurer.

THE SOUTH INDIA TEACHERS' UNION

Executive Board as on 31st March 1949

- *1. *President* : Sri. S. Natarajan, B.A., L.T., St. Gabriel's High School, 80-C, Broadway, G.T., Madras.
- *2. *Vice-President (1)* , A. Rama Iyer, M.A., Principal, National College, Tiruchirapalli.
- *3. *Vice-President (2)* , A. Satyanarayana, B.A., B.Ed., Board High School, Edupugallu, Kistna Dt.
- *4. *Secretary and Treasurer* , V. Arunajatai, M.A., L.T., M.Ed., 520, High Road, Triplicane, Madras 5.
- *5. *Joint Secretary* , G. Krishnamurthi, E. R. High School, Teppakulam P.O., Tiruchirapalli.
- *6. *Journal Secretary* , C. Ranganatha Aiyengar, M.A., L.T., Bhimasena Gardens, Mylapore, Madras 4.
- 7. *Addl. Journal Secretary* , G. Srinivasachari, P. S. High School, Mylapore Madras 4.
- *8. *Secretary S.I.T.U. Protection Fund* , V. Bhuvarahamurthi Rao, M.A., [P. S. High School, Mylapore, Madras 4.
- *9. *Ex-President* : Rao Bahadur Sri S. K. Yegnanarayana Iyer, M.A., 'Kumari', Teynampet P.O., Madras 18.
- *10. *Ex-President* : Sri M. S. Sabhesan, M.A., 12, Ranganatham Street T'Nagar, Madras 17.
- 11. *Anantapur* : T. R. Krishnayya, Board High School, Uravakonda.
- *12. *North Arcot* : C. A. Samuel, B.A., L.T., Voorhees High School Vellore.
- 13. *South Arcot* :
- 14. *Bellary* : G. D. Chithra Sekhar, Wardlaw High School, Bellary.
- 15. *Chingleput* : Simpson Rajaratnam, St. Columba's High School, Chingleput.
- 16. *Chittoor* : P. Ramiah Chowdhry, B.A., B.Ed., Board High School Madanapalle.
- 17. *Coimbatore* : S. Ramaswamy Naidu, B.A., B.T., Swathantha High School, Vaiyampalayam, Idigrai P.O.
- 18. *Cuddapah* :
- 19. *South Kanara* : Rev. Fr. W. F. Siqueira, S. J., St. Aloysius College High School, Mangalore.
- 20. *Kistna* : Sri A. Satyanarayana, B.A., B.Ed., Board High School, Edupugallu.
- *21. *Kurnool* : K. N. Pasupathi, B.A., L.T., Municipal High School, Kurnool.
- *22. *Madras* : P. Doraikannoo Mudaliar, M.A., L.T., Chintadripet High School, Chintadripet, Madras 2.
- 23. *Mathurai* : V. Aravamuda Aiyengar, B.A., L.T., 51-A, West Avani-mula Street, Mathurai.
- *24. *Malabar* : S. E. Selvam, B.A., L.T., Wynad High School, Kalpatta P.O., Wynad, Malabar.

* Working Committee Members.

*List of District Teachers' Guilds and Teachers' Associations affiliated
to the S. I. T. U. as on 31st March 1949.*

Guild or Association.	Secondary T. A.	Elementary T. A.	Number of Indivi- dual Members.		Total Strength.
			2	4	
District Guilds					
1. Anantapur	12	2	4		283
2. North Arcot	29	1			665
3. South Arcot	14	2			Over 300
4. Bellary		No particulars.			
5. Chingleput	8	...	...		185
6. Chittoor	20	36	...		327
7. Coimbatore	33	2	...		Over 400
8. Cuddapah		No particulars.			
9. South Kanara	27	5	1		549
10. Kistna	19	...	...		182
11. Kurnool	16	4	9		293
12. Madras	...	...	1824		1324
13. Mathurai	21	8	...		Over 400
14. Malabar	50	...	2		986
15. Nellore	11	5	10		192
16. Ramnad	30	11	5		Over 500
17. Salem	18	12	1		Over 400
18. Tanjore	35	3	1		Over 600
19. Tinnevelly	32	2	...		Over 700
20. Tiruchirapalli	25	...	80		740
21. Vizagapatam	29	...	1		659

Associations.

		Arrear.
1.	Hindu Theological High School, G. T., Madras	61
2.	Lady Sivaswamy Iyer Girls' High School, Mylapore, Madras	46
3.	Sarada Vidyalaya Girls' High School, Madurantakam	1 yr.
4.	Board High School, Sulurpet, Nellore	27
5.	Hindu College High School, Masulipatam	36
6.	Board High School, Chirala, Guntur	2 yrs.
7.	do Duggirala, Guntur	2 yrs.
8.	do Kollipara, Guntur	2 yrs.
9.	G. C. B. High School, Thurumella, Guntur	1 yr.
10.	S. N. High School, Chebrole, Guntur	2 yrs.
11.	Taluk High School, Tenali, Guntur	80
12.	Municipal High School, Proddatur, Cuddapah	30
13.	S. V. G. High School, Maruturu, W. Godavari	2 yrs.
14.	Taylor High School, Narasapur, do	29
15.	Taylor High School Branch, Narasapur, W. Godavari	10
16.	R. R. Bh. R. High School, Pithapuram, E. Godavari	33
17.	P. R. C. High School, Cocanada, do	1 yr.
18.	M. S. N. C. High School, Jagannaickpuri, Kakinada, E. God.	18
19.	C. C. C. High School, Trivellore, Chingleput	20
20.	C. S. I. High School, Trivellore, do	37
21.	Pachiappa's High School, Conjeevaram, Chingleput	36
22.	Nandigama Taluk Board Teachers' Union, Nandigama	1 yr.
23.	Range Teachers' Association, Chicacole, Vizag.	1 yr.

THOUGHTS ON CURRENT EVENTS

'THINKER'

A Safe-Guard

In the context of frequently changing ministry, it is necessary for us to consider an effective safeguard against the likelihood of too frequent changes of educational policy of the Madras Government.

Considering what has been done so far during these two years in the sphere of education by the outgoing minister, Mr. Avinashilingam Chettiar, whose dynamism and keen interest in Education are only too well known both to the educationists and the lay public, there seems to be a lull at present—perhaps this is only a feeling. The present minister, Hon'ble A. B. Shetty, has not come out till now with any important pronouncement—(who knows he will continue to hold the portfolio of education along with that of health ?) and his replies to a few questions in the Legislative Assembly seem to indicate that he has no fixed ideas of his own but that he is likely to follow the path of least resistance. It is not always that the best men are in charge of subjects under the political experiment now being conducted. The remedy is in trusting more and more the men in the job. I would suggest the appointment of an Educational

Adviser to the Minister for Education as in Bombay. This Adviser should be an outstanding educationist well versed in the problems of education and known for his sympathy with the teaching profession. He will act as a buffer against shocking and frequent changes that a minister may contemplate and will serve to stabilise our educational system for at least some years.

THE S.I.T.U. PROTECTION FUND LTD.

Policies issued during March and April 1949 (District-war).

Tiruchirapalli	...	16
Chingleput	...	15
Madras	...	4
Salem	...	4
Tinnevelly	...	3
Kurnool	...	2
Coimbatore	...	1
Ramnad	...	1
Nellore	...	1
South Arcot	...	1
Cuddapah	...	1
Miscellaneous (Bombay)	...	1
Total	...	50



—By Courtesy of the Schaffer High School Annual

Rev. Fr. Jerome D'Souza, S. J.

President:

39th Madras Provincial Educational Conference, Kurnool.



Sri M. S. SABHESAN, M.A.

President:
The South India Teachers' Union
(From 1940 to 1949)

EDITORIAL

Our Retiring President

Our readers would have read in the April issue of the journal that Sri M. S. Sabhesan, the President of the South India Teachers' Union tendered resignation of his office to the Executive Board owing to continued ill-health. Only last year, at the celebration of his 61st birthday, the various services he ably rendered to the Union were referred to in appreciative terms in the addresses presented by the organisations with which he was associated. It was not anticipated then that he would give up his office of Presidentship so soon.

Though it was the wish of every member of the Executive Board that he should continue for some more years, particularly when great changes are taking place in education, those who were in close daily touch with him realised the gravity of his illness and persuaded the Board to accept the resignation, so that he might not be worried by the Union work. He felt that on the eve of the Kurnool Conference which he would not be able to attend, he should, in fairness and justice to the duties of the Union, submit his resignation.

Whoever may fill up his place at the Kurnool meetings, it will be difficult for the delegates not to feel the void created by his resignation—a void which will persist for some years. Should he, by the grace of God, recover his health, he will, we are sure, be always available for advice and consultation as a member of the Executive Board. We suggest to all delegates of the Kurnool Conference and members of the Union to offer their united prayers to Providence for his speedy recovery to normal condition, and take steps at an early date to express publicly their indebtedness to Mr. Sabhesan for all he did for the teaching profession and the cause of education. May God grant Sabhesan a long lease of life and early restoration to health !

Child Education

The Indian Council of Child Education conducted the Second All-India Conference on Child Education on the 2nd and 3rd April 1949. The Conference was held in the Rajaji Hall, Madras and was attended by representative delegates from all over India. Sri Herbai Trivedi of Home School, Bhavnagar, presided over the Conference, and delivered a short address stressing the importance of special attention being paid to the education of children between the ages of 3 and 10. Her Highness the Maharani Saheba of Bhavnagar inaugurated the Conference. Discussion was focussed on three subjects: viz ;

1. Need for children's centres and care of children.
2. The content and method of child education; and
3. The parent and the teacher with reference to the education of the children.

Persons actually engaged in the education of children in the different systems contributed to the discussion, which was both lively and interesting. Resolutions were passed bearing on the difficulties encountered by the workers in the provision of playgrounds and for the purchase of equipment.

The schools in the Madras City including the Montessori School, Adyar, arranged exhibits of children's art and activities and methods in the Montessori School, Chintadripet. It is reported to be one of the best exhibitions conducted in the City of Madras and attracted a large number of visitors, both teachers and parents.

It may be said that the women delegates from the State of Mysore had a lion's share in the proceedings of the meetings and brought to bear on the topics discussed practical considerations arising from the working of the institutions in their charge.

The delegates were entertained on both the evenings by the children of

different schools in the City in the items of dance, music and drama. The British and the United States Information Services showed on the screen films dealing with child education.

We do feel that if the future of the world should be safe for mankind, the education of children in the earlier stages (nursery and kindergarten) should receive greater attention than hitherto and thousands of children's schools and play centres should be established so that no child need have to march more than a furlong from his or her residence for education.

Every city, every town, and every village should make ample provision for this in a liberal manner.

The Education Quarterly

Close on the proposal for the discontinuance of the Indian Information, comes this journal published by the Ministry of Education, Delhi, and is priced Rs. 1-8-0 or 2 sh. 6 d. The first volume, part I, is dated March 1949 and mostly embodies events for the quarter January to March together with statements on general educational policies as made both in the Centre and in the provinces. Of late a monthly diary of educational events has been circulated in the form of typed lithographed sheets. This will be incorporated hereafter in the quarterly. It is stated in the foreword by Dr Abul Kalam Azad, the Education Minister that the publication of the Quarterly has been decided to meet the growing interest that the public has been showing in education. The journal contains

information on problems of education and cultural reconstruction. It is claimed that the journal will meet the longfelt need of an authoritative publication of facts about the various educational problems of this country.

We wish the venture a good reception and a useful record of service to the public. In order to give our readers an idea of the kind of matter embodied in this periodical, we give below its contents. They are :

1. Educational Administration at the Centre.
2. Educational Activities of the Centre.
3. Educational Activities in the Provinces and States.
4. Facilities for studies in India.
5. Facilities for advanced studies abroad.
6. Conferences.
7. Recent Developments in Education.
8. News and Notes.
9. Educational Books.

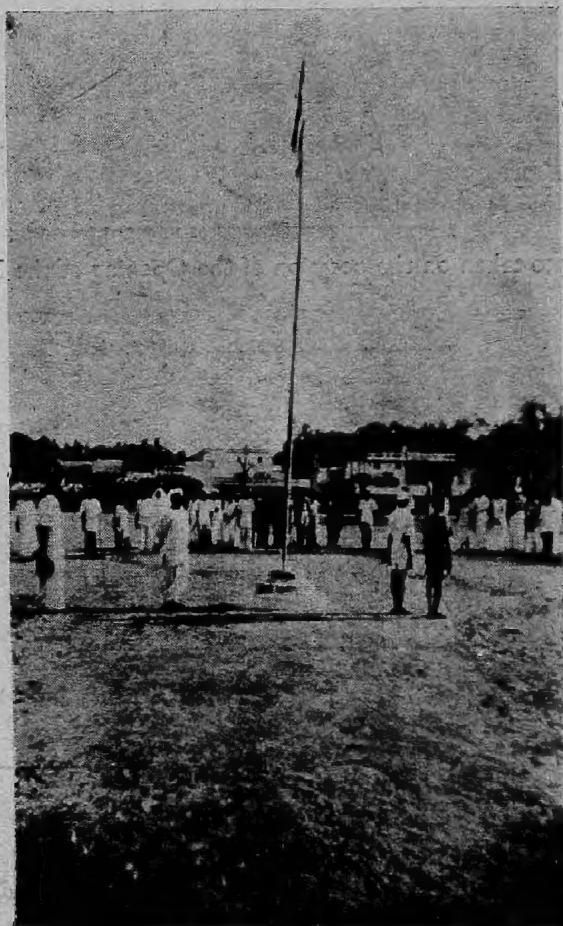
Next Issue of the Journal

As from last year the next number of this journal will be a combined one (Nos 6 and 7) and will be issued in the first week of July. Our readers will kindly note this.

It will contain a full report of the proceedings of the 89th Provincial Educational Conference held at Kurnool.



XXXIX Madras Provincial Educational Conference KURNOOL



Flag Salutation

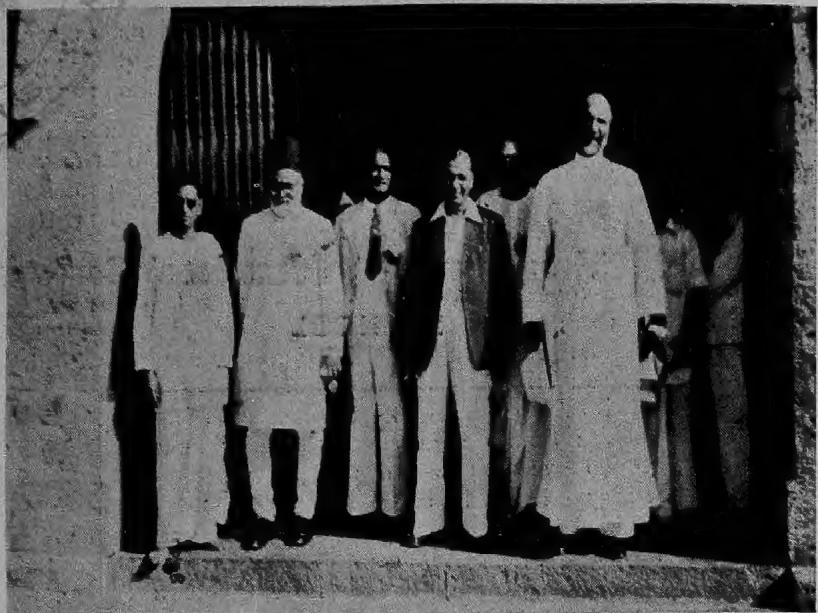


Photo taken on the occasion of the Opening of the Exhibition



At Flag Hoisting



Municipal High School, Kurnool

Photos: Mr. Samuel, Kellet High School, Madras.

